



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV509A Conduct evaluations

Revision Number: 3

PSPGOV509A Conduct evaluations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers evaluation relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

In practice, conducting evaluations may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, providing client service, developing policy etc.

This is one of two competencies in the *Working in Government and Management*.

Competency Fields that deal with evaluation in the public sector. The related unit is:

- PSPMNGT611A Manage evaluations
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the evaluation	<p>1.1 The <i>purpose, scope</i> and terms of reference of the evaluation are confirmed with key <i>stakeholders</i> and approvals are gained in accordance with organisational requirement.</p> <p>1.2 The range of documentary evidence, individuals and organisations who can provide specialist input are identified and commitment is gained for their contribution to the evaluation.</p> <p>1.3 Information critical to the evaluation is determined to inform the selection of the evaluation methodology and tools.</p> <p>1.4 Ownership of the evaluation data/outcomes and right of access to the reported results are determined in accordance with organisational policy and procedures.</p>
2. Identify evaluation methodology and tools	<p>2.1 <i>Criteria</i> for the evaluation and the audience for evaluation results are identified and communicated to stakeholders.</p> <p>2.2 <i>Evaluation methods</i> are selected from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation.</p> <p>2.3 <i>Measuring tools</i> and <i>media</i> are selected/developed to ensure valid and reliable evaluation results.</p> <p>2.4 An evaluation strategy is formulated in consultation with key stakeholders to ensure acceptance and commitment.</p> <p>2.5 Resource needs are determined in accordance with budgetary constraints and obtained in accordance with organisational policy and procedures.</p> <p>2.6 <i>Evaluation infrastructure</i> is established in accordance with evaluation requirements and resource constraints.</p>
3. Implement evaluation	<p>3.1 Implementation tasks are defined and clarified with stakeholders in accordance with the evaluation methodology.</p> <p>3.2 Evaluation strategy is implemented and data collected, collated and recorded against evaluation criteria in accordance with planned methodology.</p> <p>3.3 Expectations are managed and barriers to the evaluation are identified and addressed or referred in accordance with organisational policy and procedures.</p> <p>3.4 Progress of the evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures.</p> <p>3.5 Data is analysed/referred for specialist analysis, and results are compared with evaluation criteria.</p> <p>3.6 Preliminary results are <i>presented</i> for stakeholder feedback in accordance with organisational policy and procedures.</p> <p>3.7 The evaluation is conducted in accordance with <i>legislative and organisational requirements</i>.</p>
4. Report outcomes	<p>4.1 An evaluation report is prepared that compares outcomes to the</p>

ELEMENT**PERFORMANCE CRITERIA**

evaluation criteria established at the outset, and provides supporting evidence in accordance with legislative and organisational requirements.

4.2 **Recommendations for action** are made in accordance with the terms of reference and supported by the evaluation outcomes.

4.3 Unbiased and objective evaluation outcomes are reported in a form and language to suit the intended audience of the report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- implementing planning, research and analysis
- using negotiation and problem solving
- undertaking project management
- applying statistical analysis of evaluation data
- using a range of communication styles to communicate with different audiences and purposes
- responding to diversity, including gender and disability
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPFIN501A Apply public sector financial policies and processes
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV508A Manage conflict
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPPM502B Manage complex projects
 - PSPPOL501A Develop organisation policy
 - PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conduct of a range of (3 or more) evaluations in different contexts

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- access to an evaluation target
- case studies and workplace scenarios

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting evaluations, including coping with difficulties, irregularities and breakdowns in routine
- conduct of a range of (3 or more) evaluations in different contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Purpose</i> of evaluation may include:</p>	<ul style="list-style-type: none"> • measuring merit/quality • measuring worth or value for a particular purpose • measuring results, outputs or outcomes • decision making • unintentional negatives
<p><i>Scope</i> may include evaluation of:</p>	<ul style="list-style-type: none"> • planning • delivery • results • needs • objectives • design • processes • inputs • outputs • outcomes • impact
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as: <ul style="list-style-type: none"> • the owner/organisation that commissioned the evaluation • those subject to the evaluation process • research staff who conduct evaluation • contractors/consultants contracted to conduct evaluation • employees at all levels of the organisation • community • clients • other public sector organisations • private sector • non-government organisations • union and association representatives • boards of management • government • Ministers

<p>Criteria for evaluation may include:</p>	<ul style="list-style-type: none"> • whether objectives have been met • standards against which to compare quality • baseline studies for comparison • performance measures • key success areas • key performance indicators • results/outputs/outcomes • value for money • public interest
<p>Evaluation methods may be:</p>	<ul style="list-style-type: none"> • qualitative • quantitative • anonymous
<p>Measuring tools may include:</p>	<ul style="list-style-type: none"> • surveys • interviews • questionnaires • focus groups • semi-structured interview techniques • document analysis • process analysis • observation • tests
<p>Media for measuring tools may include:</p>	<ul style="list-style-type: none"> • paper-based • Internet-based • email • electronic • face-to-face • telephone.
<p>Evaluation infrastructure may include:</p>	<ul style="list-style-type: none"> • steering committee • manager • internal/external research staff • internal/external administrative staff • office • telephone • technology • email • web site • equipment • consumables • resources including budget • internal/external specialist or technical support • contractors

	<ul style="list-style-type: none"> • consultants
<i>Presentation of information</i> may include:	<ul style="list-style-type: none"> • interim reports • progress reports • draft reports • executive summaries • to meetings, groups, seminars • Internet or email
<i>Legislative and organisational requirements</i> may include:	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law, for example: <ul style="list-style-type: none"> • Commonwealth Racial Discrimination Act • Commonwealth Human Rights and Equal Opportunity Act • Commonwealth Sex Discrimination Act • Commonwealth Disability Discrimination Act. • national and international codes of practice and standards • the organisation's policies and practices • government policy • codes of conduct • confidentiality • privacy • ethical practices and procedures • intellectual property • copyright
<i>Recommendations for action</i> may include:	<ul style="list-style-type: none"> • new goals • improvement strategies • changes to services, products • governance strategies • change management strategies • termination • replacement

Unit Sector(s)

Not applicable.

Competency field

Working in Government