



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPGOV521A Collect statistical data**

**Release 3**

## PSPGOV521A Collect statistical data

### 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 the process of developing a data collection plan and then collecting new data. It includes preparing for data collection, defining data requirements, preparing data collection tools for direct collection, conducting data collection using direct collection, conducting data collection from existing source/s and collating and organising information/data.

In practice, collecting statistical data may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, working safely, managing a project, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government Competency Field* that deal with statistics. Related units are:

- PSPGOV520A Scope statistical data collection
- PSPGOV522A Process statistical data
- PSPGOV523A Interrogate and analyse statistical data
- PSPGOV524A Interpret data and related statistics
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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. Prepare for data collection	1.1 The project/survey question is studied and where necessary clarified. 1.2 <i>Expected data outputs</i> are defined in accordance with the project scope. 1.3 Proposed technology is familiarised and customised where necessary. 1.4 The population for the source of data is confirmed. 1.5 The survey design (if necessary) is assessed for suitability.
2. Define data requirements	2.1 The accuracy requirements (precision) of the data to be collected are determined. 2.2 The requirements of proposed information management system with regard to storage and processing of data are defined. 2.3 Information requirements are defined and communicated to all staff involved in data collection. 2.4 <i>Data sources</i> are identified and assessed for accessibility and reliability 2.5 The type and extent of data required is defined. 2.6 <i>Classification standards</i> are applied to the proposed data.
3. Prepare data collection tools for direct collection	3.1 Data collection methods and techniques are clearly defined relative to data requirements. 3.2 The optimum method for gathering the proposed data is identified after research of alternatives has occurred. 3.3 The <i>survey vehicle</i> /questionnaire is designed in conjunction with a suitably qualified person. 3.4 The survey vehicle is tested and evaluated.
4. Conduct data collection using direct collection	4.1 The proposed <i>sampling</i> frame is identified and/or constructed. 4.2 A sample is selected and a pilot study implemented. 4.3 Re-evaluation of the proposed survey design is undertaken based on the results of the pilot study. 4.4 The main survey is conducted according to accepted professional and/or organisational standards. 4.5 Opportunities are taken to establish and maintain contacts with those who may provide useful information, with due consideration of respondent burden.
5. Conduct data collection from existing source/s	5.1 Data for the project is sourced. 5.2 A range of statistics necessary for the project is identified in conjunction with a suitably qualified person. 5.3 Sources of information are regularly reviewed for usefulness, reliability and cost. 5.4 Channels and sources of information are used effectively in accordance with organisational standards.
6. Collate and organise	6.1 Statistics are identified to support the project question.

**ELEMENT****information/data****PERFORMANCE CRITERIA**

- 6.2 Data is researched and/or collated from sources in accordance with *legislation, policy and guidelines*.
- 6.3 Data is collated electronically.
- 6.4 The accuracy and appropriateness of data are evaluated.
- 6.5 Data is recorded in the desired format in accordance with professional, organisational and project requirements.

## 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:

- applying legislation, regulations and policies relating to statistical data collection
- deciding which survey method to use
- designing questionnaires
- using a range of communication methods including consultation, establishing and maintaining contacts
- reading information and data requirements
- writing survey questions that are unambiguous and reflect intended meaning
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical data collection

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical data collection
- legislation and policies governing privacy and confidentiality
- the advantages and disadvantages of different data sources
- the differences between census and survey data
- the importance of identifying a good frame
- the quality of the statistics and for what purpose the data can be used
- the limitations of the statistics used
- different data collection methodologies and how they affect results
- data collection and sampling methodologies
- the effects of non-response on survey estimates
- the impact of types of errors
- national and international classification standards
- information management systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical data collection

## 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
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV520A Scope statistical data collection
  - PSPGOV522A Process statistical data
  - PSPGOV523A Interrogate and analyse statistical data
  - PSPGOV524A Interpret data and related statistics
  - PSPLEGN501B Promote compliance with legislation in the public sector
  - PSPPM502B Manage complex projects

### 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
- collection of statistical data in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the collection of statistical data
- case studies and workplace scenarios to capture the range of situations likely to be encountered when collecting statistical data

### 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 collecting statistical data, including coping with difficulties, irregularities and breakdowns in routine
- collection of statistical data in a range of (3 or more) contexts (or occasions, over time) where contexts may include data

collection via both primary and secondary sources.

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
- demonstration
- 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

<p>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 <b><i>bold italics</i></b> in the Performance Criteria is explained here.</p>	
<p><b><i>Expected data outputs</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• variable names</li> <li>• attributes</li> </ul>
<p><b><i>Data sources</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Australian Bureau of Statistics data</li> <li>• government agency sources</li> </ul>
<p><b><i>Classification standards</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• national and international definitions for collating and coding information</li> </ul>
<p><b><i>Survey vehicle</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• opinion polls</li> <li>• mail-out questionnaires</li> <li>• computer-aided telephone interviewing (CATI)</li> <li>• face-to-face interviews</li> </ul>
<p><b><i>Sampling methods</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• simple random sampling</li> <li>• systematic sampling</li> <li>• multi stage sampling</li> </ul>
<p><b><i>Legislation, policy and guidelines</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• State/Territory and Commonwealth legislation and regulations such as:             <ul style="list-style-type: none"> <li>• public sector management acts</li> <li>• financial management acts</li> <li>• privacy legislation</li> <li>• equal employment opportunity and anti-discrimination legislation</li> <li>• occupational health and safety legislation</li> </ul> </li> <li>• ethics and accountability standards</li> <li>• public sector standards</li> <li>• risk management standards</li> <li>• fraud control standards</li> <li>• government security standards</li> <li>• knowledge management standards</li> <li>• organisational policy, procedures and protocols</li> </ul>

## Unit Sector(s)

Not applicable.

## **Competency field**

Working in Government.