



**Australian Government**

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

# **UEENEER001B Contribute to the planning of a research project**

**Release: 1**

## **UEENEER001B Contribute to the planning of a research project**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

1)

##### **1.1) Descriptor**

This unit covers the ability to gather background information relevant to a research project, understand the context of the research project and contribute to the development of a research plan to achieve quality outcomes.

### **Application of the Unit**

#### **Application of the Unit** 4)

This unit applies to any recognised development program that leads to the acquisition of a formal award at AQF level 5 or higher.

## Licensing/Regulatory Information

### 1.2) License to practice

The skills and knowledge described in this unit do not require a licence to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

## Pre-Requisites

**Prerequisite Unit(s)**      2)

### 2.1) Competencies

There are no prerequisite competencies for this unit.

## Employability Skills Information

**Employability Skills**      3)

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

## Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit

Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Acquire and understand background information relevant to the Research project.	1.1 Information sources about the research topic are identified and evaluated for reliability and validity.
	1.2 Information about the consumer, product, market and competition is collected, reviewed and understood.
	1.3 Key clients/stakeholders, their views and interests, are identified and recorded.
	1.4 The context (industrial, legal, ethical, political) of the research project is identified and understood.
2 Understand the Logistics of a Research Project.	2.1 Client, stakeholder and organisational requirements are identified and understood.
	2.2 Contractual obligations of the project are identified and understood.
	2.3 Resources available to support the project are identified and understood.
	2.4 Quality standards for the project are identified and understood.
3 Contribute to the planning of a Research Project	3.1 Project objectives, methodology and strategies appropriate to the requirements and contractual obligations of the project are identified and selected, in a team environment.
	3.2 Project phases, milestones, reporting and review points are identified, in a team environment.
	3.3 Criteria for evaluating each project deliverable against pre-defined quality standards are developed, in a team environment.
	3.4 A Research Plan is developed, in a team environment.

**ELEMENT****PERFORMANCE CRITERIA**

4	Seek endorsement and ensure distribution of a Research Project Plan	4.1	The draft Research Plan is forwarded to clients/stakeholders/appropriate personnel for perusal and comment.
		4.2	The draft Research Plan is amended to incorporate recommended improvements from clients/stakeholders/appropriate personnel.
		4.3	The final Research Plan is confirmed against overall project deliverables by appropriate personnel.
		4.4	The final Research Plan is distributed to all appropriate personnel and team members.

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

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

Evidence shall show that knowledge has been acquired of safe working practices and contribute to the planning of a research project.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- 2.2.16.1 Project planning
- 2.2.17 Project management
- 2.2.25 Research concepts
- 2.2.33 Work in a team
- 2.2.34 Scientific writing and communication
- 2.2.35 Data collection techniques
- 2.2.36 Data analysis and presentation

## **REQUIRED SKILLS AND KNOWLEDGE**

- 2.2.37 Product development and trials
- 2.2.38 Intellectual property concepts
- 2.2.39 Commercialisation concepts
- 2.18.1 Occupational Health and Safety principles

## Evidence Guide

### EVIDENCE GUIDE

9) This provides essential advice for assessment of the unit and must be read in conjunction with the performance criteria and the range statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this unit. It shall be used in conjunction with all components parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

#### Overview of Assessment

##### 9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in

## EVIDENCE GUIDE

the Assessment Guidelines of this Training Package.

### Critical aspects of evidence required to demonstrate competency in this unit

#### 9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each Element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
  - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
  - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
  - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
  - Demonstrate an appropriate level of skills enabling employment
  - Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
  - Contribute to the planning of a research project as described in 8) and including:
    - A Demonstrating consistent performance for each Element of the unit
    - B Meeting the performance criteria associated with each Element of the unit by employing techniques, procedures, information and resources available in the workplace



## EVIDENCE GUIDE

- C Demonstrating an understanding of the Underpinning Knowledge and Skills identified in the section of this unit titled 'Essential knowledge and associated skills'.

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

### Context of and specific resources for assessment

#### 9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to contributing to the planning of a research project.

## EVIDENCE GUIDE

### Method of assessment

#### 9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

### Concurrent assessment and relationship with other units

#### 9.5)

For optimisation of training and assessment effort, competency development in this unit may be arranged concurrently with unit:

BSXFM1504A Participate in, lead and facilitate work teams

UEENEER002B Contribute to the conduct of a research project

UEENEER003B Contribute to the development of a product/application/service

UEENEER004B Contribute to the trial of a product/application/service

UEENEER005B Contribute to intellectual property management

BSBCM306A Produce business documents

BSBSBM405A Monitor and manage business operations

UEENEER00A Contribute to the commercialisation of a product/application/service

PMBQUAL309 A Solve problems using 'quality tools'

## Range Statement

### RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit describes work conducted by technical personnel who contribute to the planning of research projects. Typically this work is performed by high-level technicians, working as part of a product/application/service research and/or design, development and implementation team. It generally involves working closely with a range of management and production/operations personnel and requires balancing the business and technical sides of the research process.

This unit does not require knowledge of industry sectors, equipment and/or materials other than that in which the learner works. It assumes an understanding of the operation of all relevant business processes but does not necessarily require them to be the responsibility of the learner.

At this level, personnel should be able to interpret and explain sections/types of legislation, codes, regulations, Australian Standards and Intellectual Property rights that apply to the subject matter to be researched.

This unit should be demonstrated in accordance with the organisation's:

- Occupational Health and Safety and Workplace Safety policies and procedures
- Goals, values, objectives, plans, systems and processes
- Business and performance plans
- Ethical standards
- Client service standards
- Quality and continuous improvement processes and standards
- Standard Operating Procedures
- Resources

The following constants and variables included in the Element/performance criteria in this unit are fully described in the Volume 2, Part 2.1.

## Unit Sector(s)

Not Applicable

## Competency Field

### 2.2) Literacy and numeracy skills

Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'.

Reading	5	Writing	5	Numeracy	5
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## Custom Content Section

Competency Field	5)
	Research