



**Australian Government**

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

# **UEPOPS249B Liaise with stakeholders**

**Release: 1**

## **UEPOPS249B Liaise with stakeholders**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit Descriptor**

#### **1) Scope:**

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

This unit deals with the skills and knowledge required to communicate with staff and external/internal stakeholders.

### **Application of the Unit**

#### **Application of the Unit 2)**

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training.

### **Licensing/Regulatory Information**

#### **License to practice 3)**

The skills and knowledge described in this unit do not require a licence to practise 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 and the like.

## Pre-Requisites

**Prerequisite Unit(s)** 4)

**Competencies** 4.1)

Granting of competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

Where pre-requisite pathways have been identified. All competencies in the Common Unit Group must be have been completed.

There are no pre-requisite units.

**Literacy and numeracy skills** 4.2)

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following levels. A description of what each level entails is provided in Section 2.3.1 Language, Literacy and Numeracy.

Reading 2      Writing 2      Numeracy 2

## Employability Skills Information

**Employability Skills** 5)

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 competency standard 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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1 Prepare for communication	1.1 Communication requirement is identified, from previous communication or current circumstances, and confirmed
	1.2 The appropriate tone for communication is determined from analysis of previous communication or current circumstances
	1.3 The appropriate medium for communication is determined from analysis of available options, previous communication or current circumstances and used in accordance with enterprise guidelines, manufacturer's and/or site requirements
	1.4 Information is provided according to urgency and importance
	1.5 Where appropriate, the teams and individuals roles and responsibilities within the team are identified and, where required, assist in the provision of the on-the-job training
2 Communicate in writing	2.1 Written communication is structured to provide or request information in accordance with site requirements
	2.2 Appropriate format is identified, from analysis of available options and current circumstances, in accordance with site requirements
	2.3 Communication is presented logically, concisely and legibly to satisfy job requirements
	2.4 Information dissemination is adhered to in accordance with enterprise policy
	2.5 Where appropriate, the teams and individuals roles and responsibilities within the team are identified and, where required, assist in the provision of the on-the-job training

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3 Communicate orally	3.1 Oral communication is structured to provide or request information in accordance with site requirements
	3.2 Communication is conveyed logically, concisely and articulately in a manner appropriate to the situation to satisfy job requirements
	3.3 Effectiveness of communication, including understanding of the intent and content, is confirmed between the parties in accordance with site requirements
	3.4 Information dissemination is adhered to in accordance with enterprise policy
4 Use communications systems	4.1 Communications system is used in accordance with enterprise guidelines, manufacturer's and/or site requirements
5 Complete documentation	5.1 Documentation is updated, maintained and equipment problems, movements, abnormalities and status are reported and logged in accordance with enterprise/site procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

Evidence shall show that knowledge has been acquired of liaising with stakeholders. 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 required follows:

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Evidence shall show that knowledge has been acquired for safe working practices of:

T1 Relevant Environmental, Occupational Health and Safety legislation and regulations

T2 Enterprise procedures

T3 Plant status

T4 Identifying stake holder requirements

T5 Two way radio capabilities, uses and procedures

T6 Electronic mediums procedures

T7 Enterprise documentation system

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Specific skills needed to achieve the Performance Criteria:

T1 Communicate effectively

T2 Use appropriate communication mediums

T3 Adapt the form of communication to anticipated contexts and audiences.

## Evidence Guide

### EVIDENCE GUIDE

9) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the Range Statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this competency standard unit and shall be used in conjunction with all components parts of this 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's 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. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with Industry and, Regulatory policy in this regard.

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 nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be 'rich' in nature 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 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 pre-requisites 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 – UEP12". 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 6) Essential Knowledge and Associated Skills of this unit
- Demonstrate an appropriate level of employability skills
- Conduct work observing the relevant Anti-Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated performance across a representative range of contexts from the prescribed items below:
  - Knowledge and application of relevant sections of: Occupational, health and safety legislation; Statutory legislation; Enterprise/site safety procedures; Enterprise/site emergency procedures
  - Communicating and identifying key stake holders
  - Communicating effectively in writing and/or orally
  - Using communication systems
  - Dealing with an unplanned event by drawing on Essential Knowledge and Skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items

**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 competency standard unit

Competency Standards should be assessed in the workplace or simulated workplace and under the normal range of workplace conditions.

Assessment of this unit will be supported with documentary evidence, by means of endorsement stating type and application of work.

In addition to the resources listed above in Context of assessment',



evidence should show competency working, in limited spaces, with different types of plant and equipment as well as different structural/construction types and method and in a variety of environments.

**Method of  
assessment**

**9.4)**

This unit shall be assessed by methods given in Section 1.3.00 Assessment Guidelines.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this competency standard unit applies. This requires that the specified Essential Knowledge and Associated Skills be assessed in a structured environment, which is primarily intended 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)**

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied competency standard units where listed.

Nil

## Range Statement

### RANGE STATEMENT

**10)** This relates to the competency standard 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.

Key stake holders may include controllers/coordinators, oncoming shift change, support staff, asset centres, patrolmen, customers, clients, other enterprise departments, co-generation staff, other government bodies, line crews, security staff, contractors, field operators, supervisor/team leader or equivalent, power plant operations personnel or equivalent, technical and engineering officers or equivalent, maintenance staff, other operating staff or equivalent, system controller/network controller, field operator and restricted HV operators.

Information and documentation sources may include verbal or written communications; enterprise safety rules documentation; enterprise operating instructions; dedicated computer equipment; enterprise/site standing and operating instructions; enterprise log books; manufacturer's operation and maintenance manuals; and equipment and alarm manuals.

Medium for communications may include facsimile, pager, telephone, radio, memo, letter, report form, log book, switchboard, e-mail, intercom, CB, posters, personal contact, signals and body language.

Policies may include operating procedures, land rights, operating conditions, codes of practice, availability roster, fuel supply policy, information security and asset security contractor arrangements.

Generic terms are used throughout this Training Package for vocational standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms are given in Section 2.1 Preliminary Information and Glossaries.

### Unit Sector(s)

Not applicable.

### Competency Field

<b>Competency Field</b>	<b>11)</b>
	Operations