



**Australian Government**

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

# **BSBRKG506A Develop and maintain terminology and classification schemes**

**Revision Number: 1**

## **BSBRKG506A Develop and maintain terminology and classification schemes**

### **Modification History**

Not applicable.

### **Unit Descriptor**

|                        |                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop new or modified vocabulary controls and classification schemes for business or records systems based on an organisation's functions and activities.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Application of the unit</b> | <p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base, incorporating theoretical concepts with substantial depth in some areas. The application is in relation to those who work closely with other staff members throughout an organisation, and who may also have individual responsibility for the development and implementation of systems, or may be working in a specialist recordkeeping environment such as archives.</p> <p>Generally, where no formal vocabulary controls exist in an organisation there is a form of controlled titling. This unit covers the formalisation of such informal schemes. Vocabulary control, or controlled language, is commonly called a 'thesaurus' in some sectors of the recordkeeping industry.</p> <p>Where a new system of vocabulary controls is put in place, or amendments to current controls are introduced, many organisations may choose to implement training or development programs to assist users with implementation.</p> |
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Research classification scheme and terminology             | <p>1.1. <b>Examine</b> work of an organisation to identify terminology that may reflect business functions and activities</p> <p>1.2. Review and analyse functional analyses for the basis of terminology and classification schemes</p> <p>1.3. Review <b>other relevant materials and documents</b> to analyse potential impact on vocabulary controls and classification scheme</p> <p>1.4. Examine any existing classification schemes and terminology to assess for currency and coverage</p> <p>1.5. Examine representative samples of records to confirm extent to which an existing classification scheme and terminology have been implemented</p> |
| 2. Develop draft terminology and classification scheme        | <p>2.1. Prepare draft vocabulary controls and titling rules</p> <p>2.2. Ensure draft vocabulary controls reflect organisation's business culture, operational realities and business language</p> <p>2.3. Identify broad <b>classification</b> groups from a functional analysis</p> <p>2.4. Analyse and decompose broad classification groups to the level required for an organisation's use</p> <p>2.5. Document <b>draft classification scheme</b></p>                                                                                                                                                                                                  |
| 3. Validate draft terminology and classification scheme       | <p>3.1. Prepare <b>methodology for the validation process</b> taking local imperatives and environment into consideration</p> <p>3.2. Conduct consultation with users to identify issues, problems, inconsistencies and any required amendments or additions to draft classification scheme, existing language and vocabulary controls</p> <p>3.3. Conduct testing and encourage feedback from users to identify any problems and inconsistencies with draft classification scheme and terminology</p> <p>3.4. Document outcomes throughout the validation process</p>                                                                                      |
| 4. Implement and review terminology and classification scheme | <p>4.1. Prepare classification scheme and terminology from validation and research</p> <p>4.2. Undertake negotiations with competing interests within the organisation to ensure common understanding and appropriateness of work use and definitions</p>                                                                                                                                                                                                                                                                                                                                                                                                   |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|         | <p>4.3. Note where existing system requires modification, and prepare specific recommendations in accordance with organisational guidelines</p> <p>4.4. Prepare <b><i>final report</i></b> of terminology and classification scheme, in accordance with organisational practice and Australian Standards and international standards</p> <p>4.5. Seek formal endorsement from <b><i>appropriate individual or body</i></b> through submission of revised, amended and completed classification scheme</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to consult with practitioners, staff members, customers, and others to elicit relevant information for analysis
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to apply rules of classification
- self management skills to accurately record metadata.

#### Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation, regulations from all forms of government, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>translating elements of a functional analysis to a coherent, logical, multi-level scheme of terms appropriate to the organisational context</li> <li>consistently analysing and classifying usage of descriptive terms in detail .</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to an actual workplace or simulated environment</li> <li>access to office equipment and resources</li> <li>access to examples of records, recordkeeping system and policies</li> <li>access to workplace reference materials such as procedural manuals and company policy.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>analysis of responses to case studies and scenarios</li> <li>demonstration of techniques</li> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>review of methodology prepared for the validation process</li> <li>oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>administration units</li> <li>other knowledge management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b><i>Examining</i></b> the work of an organisation may include review of: | <ul style="list-style-type: none"> <li>• annual reports</li> <li>• controlled language schemes from existing and other organisations</li> <li>• legislation</li> <li>• memoranda and articles</li> <li>• organisational charts</li> <li>• policies</li> <li>• procedural manuals</li> <li>• publicity brochures and leaflets</li> <li>• service directories</li> <li>• strategic and business plans</li> </ul> |
| <b><i>Other relevant materials and documents</i></b> may include:          | <ul style="list-style-type: none"> <li>• organisational charts</li> <li>• policies</li> <li>• procedural manuals</li> <li>• service directories</li> <li>• strategic and business plans</li> <li>• vocabulary control tools from other organisations</li> </ul>                                                                                                                                                |
| <b><i>Classification</i></b> may be organised by:                          | <ul style="list-style-type: none"> <li>• body of knowledge</li> <li>• organisation function and/or activity</li> <li>• subject</li> </ul>                                                                                                                                                                                                                                                                      |
| <b><i>Draft classification scheme</i></b> should include:                  | <ul style="list-style-type: none"> <li>• hierarchical structure, that is specific to an organisation</li> <li>• sufficient classes and sub-classes to include all business functions and activities being documented</li> <li>• terminology in accordance with organisational and industry standards for terminology and usage</li> </ul>                                                                      |
| <b><i>Methodology for the validation process</i></b> may include:          | <ul style="list-style-type: none"> <li>• focus groups</li> <li>• interviews</li> <li>• number and location of sites</li> <li>• resources available</li> </ul>                                                                                                                                                                                                                                                  |

| <b>RANGE STATEMENT</b>                                               |                                                                                                                                                                                                                                   |
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|                                                                      | <ul style="list-style-type: none"> <li>• size of organisation</li> <li>• survey</li> <li>• targeting and involvement of key individuals and groups</li> <li>• testing</li> <li>• time available</li> <li>• user-driven</li> </ul> |
| <b><i>Final report</i></b> may include:                              | <ul style="list-style-type: none"> <li>• implications for implementation</li> <li>• inclusion in organisational policy</li> <li>• provision for review</li> <li>• scope of compliance</li> </ul>                                  |
| <b><i>Appropriate individual or body for review</i></b> may include: | <ul style="list-style-type: none"> <li>• business managers</li> <li>• business owner</li> <li>• nominated senior management representative/s</li> <li>• senior management team</li> <li>• system users</li> </ul>                 |

## Unit Sector(s)

|                    |  |
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| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Competency field</b> | Knowledge Management - Recordkeeping |
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## Co-requisite units

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|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
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