



Australian Government

CPPSIS6029A Educate the public on spatial information services

Release 1

CPPSIS6029A Educate the public on spatial information services

Modification History

Unit revised and not equivalent to CPPSIS6009A Educate the public on spatial information services

Element structure, performance criteria, and critical aspects reviewed to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

Unit Descriptor

This unit of competency specifies the outcomes required to plan and conduct community education on surveying and spatial information services (SSIS). It requires the ability to provide specialised knowledge, pitched at the appropriate level depending on audience spatial literacy level, and highly developed communication and presentation skills. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

This unit of competency supports high-level project management activity in the SIS industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in information services, surveying, cartography, town planning, mapping and geographic information systems.

Licensing/Regulatory Information

No licensing, legislative and regulatory requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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|---|---|---|
| 1 | Determine information requirements. | <p>1.1 <i>Need for provision of information</i> is determined from review of common public enquiries, industry requirements and new <i>surveying and spatial information services trends and issues</i>.</p> <p>1.2 Information requirements are determined through discussion with clients, general public, local government and relevant interest groups.</p> <p>1.3 <i>Relevant legislation</i> and <i>organisational guidelines</i> are incorporated into information requirements.</p> <p>1.4 Specific educational objectives based on <i>public needs</i> are determined.</p> <p>1.5 Specific <i>target groups</i> for education on SIS are identified for education.</p> |
| 2 | Determine appropriate medium to educate public. | <p>2.1 <i>Designated education medium</i> is checked against cost efficiency guidelines.</p> <p>2.2 Designated education medium is designed to produce clear and understandable communication, making information easily accessible to target groups.</p> |
| 3 | Provide education to public on SIS issues. | <p>3.1 Accurate information is provided in a clear and relevant manner according to the learning needs of the target group.</p> <p>3.2 Target group is given opportunities to confirm understanding and seek clarification.</p> |

- 3.3 Reliable documentation and **information sources** suitable to target group and nature of SIS issues, including legislative and **OHS** implications are provided for ongoing reference.
 - 3.4 Details on organisational services to assist in future service provision are provided as required.
 - 3.5 Information on community, government and industry services available to the target group is provided as required.
- 4 Review and evaluate education.
 - 4.1 Education is evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes.
 - 4.2 Continued education is encouraged and **documentation** on education processes is maintained according to organisational guidelines.

Required Skills and Knowledge

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

Required skills

- analytical skills to analyse theory, concepts and statistics
- communication skills that assist in facilitating client relationships, including:
 - accessing, synthesising and using information
 - assertiveness
 - communicating effectively on the telephone
 - displaying empathy, tact and diplomacy
 - impart information on change management
 - presenting information
 - negotiation
 - written skills to document follow-up action
- computer skills to develop business documentation
- literacy skills to:
 - assess, develop and use workplace information
 - read and write key performance reports, including technical reports
 - research and evaluate to source SIS educational information
- numeracy skills to:
 - analyse errors
 - conduct image analysis
 - estimate costs
 - interpret and analyse statistics
 - perform mental calculations
 - record with accuracy and precision
 - undertake high level computations
- planning and organising skills to:
 - organise education programs
 - plan and coordinate technical and human resource inputs to research activities
 - plan and prioritise activities to meet contractual requirements
- spatial skills to:
 - exercise precision and accuracy in relation to spatial and aspatial data design
 - archive and retrieve spatial data
 - manage and manipulate spatial data
 - manage files

- solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- train others in spatial precision techniques

Required knowledge

- educational and training techniques
- legal implications
- legislation as it applies to the spatial industry sector
- information management
- organisational policies and guidelines and the manner in which external influences impact upon them
- quality assurance principles
- principles for meeting a range of adult and child learning styles
- risk assessment principles
- safe work practices
- spatial information principles and their application
- SIS project contingencies
- spatial technologies
- spatial referencing systems
- training needs analysis process

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example CPPSIS6030A Undertake spatial information services research and development.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide theoretical and practical evidence of: • applying qualitative and quantitative measurements • determining appropriate medium to educate public • determining requirements for provision of information to public on SIS issues • high-level presentation skills • knowledge of learning styles • reviewing and evaluating education to determine success in meeting education objectives.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation

in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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 in the performance criteria is detailed below. Add any 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.

Need for provision of information may include:

- client SIS needs and requirements
- career considerations
- cartographic requirements
- compliance requirements
- environmental considerations
- industry underpinning needs

- mapping requirements
- remote sensing needs
- spatial literacy requirements
- spatial software applications.

Surveying and spatial information services trends and issues may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services – environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Relevant legislation refers to state, territory and federal Acts, including:

- anti-discrimination
- consumer protection
- dangerous goods
- duty of care
- environmental
- freedom of information
- industry codes of conduct
- OHS
- public health
- relevant Australian standards
- trade practices.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures

- Public needs** may include:
- personnel practices and guidelines outlining work roles and responsibilities.
 - government policies
 - industry requirements
 - school requirements
 - spatial literacy
 - technological advancement.
- Target groups** may include identification by:
- age group
 - culture
 - ethnicity
 - geographic location
 - government department
 - local government
 - organisation
 - school.
- Designated education medium** may include:
- audio
 - case study
 - distance learning
 - e-learning
 - information pack
 - information to enable self-paced learning
 - interactive
 - mobile learning
 - PowerPoint
 - presentation
 - service-based information
 - work experience.
- Information sources** may include:
- company publication
 - educational institution
 - government information
 - industry publication.
- OHS** may include:
- Australian standards
 - development of site safety plan
 - identification of potential hazards
 - inspection of work sites
 - training staff in OHS requirements
 - use of equipment and signage.
- Documentation** may include:
- electronic or paper-based correspondence with client
 - field records
 - issues register
 - improvement reports

- records of conversation
- organisational work activity sheets.

Unit Sector(s)

Surveying and spatial information services

Custom Content Section

Not applicable.