



Australian Government

Department of Education, Employment and Workplace Relations

TAATAS503B Manage contracted work

Release: 1

TAATAS503B Manage contracted work

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to manage work undertaken under contract.

Application of the Unit

This unit addresses the competency of managing externally contracted work as the supplier of goods and/or services. It involves finalising the planning process for contracted projects/services, managing contract performance, monitoring contract requirements and evaluating contract outcomes.

This unit could be applied in a broad range of contexts as well as vocational education and training. In the training and assessment context managing contracted work is a critical area of competency applied to the provision of services, for example, User Choice arrangements, and to training and/or assessment projects which may be related to research or product development.

This competency applies to the supplier of contracted services where the client is the purchaser.

The competency of managing contracts as the purchaser is addressed separately in **PSPPROC602A Direct the management of contracts**, a unit from the Public Sector Training package. The competency of preparing a tender bid to undertake the contracted work is separately addressed in **TAATAS502B Prepare a tender bid**.

Achievement of this unit requires skills in exercising consideration, discretion and judgement using a range of problem solving and decision making techniques.

This unit addresses the competency of managing contracted projects/services when this function represents part of an individual's overall work responsibilities as distinct from being the primary focus of work. In the latter context, users are referred to the units in the project management domain in the **BSB01 Business Services Training Package**.

This unit provides generic competency required of many training and/or assessment personnel that is applied to and can be demonstrated with a number of other units in the **TAA04 Training and Assessment Training Package**. Suggested examples are listed at the end of this unit.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, training product developers, program coordinators, consultants, supervisors and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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 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.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop effective planning instruments	1.1 The contract is negotiated with the client and finalised in accordance with successful tender bid, any negotiated changes to tender specifications and legal/organisational contractual requirements 1.2 Strategies for achieving contractual outcomes are developed in consultation with the client and relevant people 1.3 Quality assurance goals and strategies are established in consultation with relevant people and in accordance with legal/organisational requirements 1.4 A risk management plan to identify, assess and control risks is developed in accordance with legal/organisational requirements 1.5 Planning arrangements are documented and presented to the client for sign-off, where required

- 2 Organise resources and support processes
 - 2.1 Financial, physical, material and human resource requirements are organised in accordance with identified needs
 - 2.2 Effective **communication strategies** are established to support project development/service delivery
 - 2.3 **Contingency arrangements** are put in place
- 3 Manage implementation of contractual requirements
 - 3.1 Progress in achieving contractual requirements and outputs is **systematically monitored** and reported to client
 - 3.2 Expenditure and resource usage is monitored and controlled to ensure outcomes are achieved within specified budget parameters
 - 3.3 Issues and difficulties are addressed through application of risk management plan and **relevant skills**
 - 3.4 Quality is monitored to ensure outcomes/outputs meet client requirements
 - 3.5 Contract variations are determined, where necessary, and verified and agreed with client
 - 3.6 Project is completed/service provision wound up in accordance with contract timelines
 - 3.7 Financial audit is organised in accordance with contract requirements
- 4 Evaluate management efficacy
 - 4.1 Established **evaluation methods** are identified and used to evaluate management approach, processes and contract outcomes
 - 4.2 Evaluation findings are documented and presented to relevant people, where required
 - 4.3 Outcomes are reflected upon to identify changes and improvements in managing similar contracts

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

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.

Overview of Assessment

To demonstrate competency against this unit, candidates must be able to provide evidence that they can plan and manage project activities and monitor resource requirements to ensure effective contracted training and/or assessment project/service outcomes.

The developed strategies used as evidence must: highlight effective consultation with a range of individuals to support and ensure achievement of project outcomes; include quality assurance goals and strategies to ensure legal/organisational requirements have been met, a risk management plan to identify potential/real issues and control risks, highlight evaluation techniques used to monitor the project's progress; maintain accurate records and documents and show how the candidate has maintained a broad knowledge of relevant industry practices and policies in relation to vocational education and training.

Evidence Requirements

Required knowledge includes:

project management concepts and principles
contingency and risk analysis techniques
key project success factors and typical project pitfalls
legal and ethical responsibilities, including:
maintaining client privacy and confidentiality
providing accurate information
meeting environmental standards
compliance with relevant Commonwealth and state/territory legislation

project management systems and tools, for example:
critical path method
bar and Gantt charts
program evaluation and review technique (PERT)

quality standards in relation to project management

continuous improvement processes

the vocational education and training environment, for example:

Australian Qualifications Framework (AQF)

Training Packages

organisation's quality systems, such as:

strategic planning processes

issues relating to client satisfaction

recording systems

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

security of information

recording information and confidentiality requirements

licensing requirements

vocational education and training requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements

OHS relating to management of external projects/services, including:

legislative requirements for information and consultation relevant to safety

elements of an OHS management system as it applies to a training and/or assessment

Required skills and attributes include:

organisation

nature of OHS risks that should be identified and addressed by a training and/or assessment organisation during the planning stage of the project/service

communication and negotiation skills to:
define and monitor objectives of the project team

influence and negotiate project outcomes with key stakeholders

literacy skills to:

interpret organisation's goals for the project
follow clear and detailed instructions

writing skills to:

develop strategies for achieving contractual outcomes

develop quality assurance goals and strategies

develop a risk management plan

prepare written reports on project's progress

technology skills to:

create a project schedule using the critical path method and Gantt chart

use spreadsheets and project management software

communication and negotiation skills to:

consult effectively with a range of individuals to ensure achievement of project outcomes

gain agreement on project processes and timelines

project planning skills to:

schedule activities

integrate scope, resources, accountabilities,
costs and deliverables

work within agreed timeframes and
budgetary constraints

team leadership skills to:

establish and manage effective team
relationships

develop a high performance project team and
assess team performance

time management skills to:

plan, schedule and track project schedule

logically sequence project activities

establish project milestones and use a
milestone chart

numeracy skills to:

create a project budget

forecast predictions

check calculations and outcomes

problem solving skills to:

promptly identify potential barriers to project
outcomes

analyse project risks and establish
contingencies

**Products that could be used as evidence
include:**

strategies for achieving contractual outcomes

risk management plan

quality assurance goals and strategies

documented monitoring and reporting
arrangements

documented roles and responsibilities of
personnel associated with implementation of

	the project
	contingency arrangements
	prepared documentation and/or checklists to support planning and implementation of the project plan
	recommendations for improvement to project processes
Processes that could be used as evidence include:	how work activities were scheduled and agreed
	how and when monitoring of reporting arrangements and expenditure and resource usage were conducted
	how technology was used to monitor project's progress and evaluate project outcomes
	how and when risks were identified and analysed
	how key individuals were consulted
Resource implications for assessment include:	access to competency standards
	access to assessment materials and tools
	access to suitable assessment venue/equipment
	workplace documentation
	cost/time considerations
	personnel requirements
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different

points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

strategies for achieving contractual outcomes

a risk management plan

established quality assurance goals and strategies

implemented communication strategies

contingency arrangements

completed progress reports

monitored and controlled expenditure and resource usage

summary of methods used to evaluate project processes and outcomes

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAATAS501B Undertake organisational training needs analysis

TAATAS502B Prepare a tender bid

TAADES502B Design and develop learning resources

TAADES503B Research and design e-learning resources

TAADES504B Develop and evaluate e-learning resources

TAADES505B Research and develop competency standards

TAAASS403B Develop assessment tools.

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.

Client is the purchaser and may be:

- internal/external
- an enterprise
- a department/division
- an industry sector
- a professional association
- a community organisation
- a government organisation

Relevant people may include:

- other members of the tender team
- industry groups
- program managers trainers/facilitators and assessors/coordinators/senior management
- industry regulators
- members of professional associations
- staff of government departments and organisations
- external consultants
- personnel responsible for monitoring the training and/or assessment organisation's services provision
- users of training information such as finance personnel, human resource personnel, employers
- contract manager
- private/government funding bodies
- union/employee representatives

Quality assurance goals and strategies may include:

- reporting procedures and protocols
- procedures for monitoring and evaluating

project outcomes and client satisfaction
compliance with the Australian Quality Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**, where relevant

continuous improvement strategies

reducing risk by anticipating, evaluating and developing strategies for the management of possible problems

a formal structure against which progress can be evaluated

mechanisms for involving a wide variety of interested parties or stakeholders in the project

budgets and timetables which enable the commitment of resources at appropriate points in the project

contingency plans to cater for a change of corporate focus or significant project difficulties

Legal requirements may include:

standards for training and/or assessment organisations

state or territory registering body requirements

industrial relations award and enterprise agreements and relevant industrial arrangements

confidentiality and privacy requirements

scope of registration

relevant legislation from all levels of government that affects business operation

OHS issues

environmental issues

equal opportunity

industrial relations and anti-discrimination

relevant industry codes of practice

Organisational requirements may include:

quality assurance and/or procedures manuals
goals, objectives, plans, systems and

processes

legal and organisational policy/guidelines

recording and reporting procedures

business and performance plans

access and equity principles and practices

confidentiality requirements

ethical standards

collaborative/partnership arrangements

OHS policies, procedures and programs

quality and continuous improvement
processes and standards

defined resource parameters

Risk management plan may describe:

the process which will be used to identify, analyse and manage risks, both initially and throughout the life of the project

how often risks will be reviewed, the process for review and who will be involved

who will be responsible for which aspects of risk management

how risk status will be reported and to whom

the initial snapshot of the major risks and current grading

planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them

Risks to the effective management of the project may include:

competing work demands

technology/equipment breakdowns

workplace hazards, risks and controls

learning resource and learning materials availability

budget constraints

time delays

inadequate active participation in the quality management process by all stakeholders

availability of suitably qualified staff

adherence to the Australian Quality Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**

Documented planning may include:

objectives, scope and expected benefits of the project

project management methodology to be used

structure of the project

targets and milestones

budgets and timetables which enable the commitment of resources at appropriate points in the project

contingency plans to cater for changes or significant project difficulties

	acquisition strategies risk management plans, including: OHS hazards and risks identified strategies to control the risk methods of monitoring during the life cycle of the project/service
	project implementation plans consultation strategies to involve stakeholders transition plans specifications quality assurance procedures
Communication strategies may include:	client-centred approaches ongoing liaison with stakeholders effective reporting arrangements continuous feedback mechanisms
Contingency arrangements may include:	sub-contracting work re-determining timelines re-evaluating risk management strategies sourcing independent external advice
Systematically monitored may include the:	measurement/achievement of set outcomes completion of contract phases/requirements achievement of key tasks/project phases reviewing/updating of progress reports reviewing contract requirements
Relevant skills may include:	sound communication skills sound interpersonal skills sound time management skills sound negotiation skills sound problem solving skills sound change management skills
Evaluation methods could be qualitative or	observation

quantitative and may include:

questionnaires
checklists
interviews
focus groups
expert and peer reviews
cost data analyses

Unit Sector(s)

Not applicable.

Competency Field

Training Advisory Services