



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

**Early Childhood Education
(Management)
Level 4**

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Qualification Overview

NVQB

in

Early Childhood Development (Management)

Level 4

NVQB in Early Childhood Development (Management) Level 4

Qualification Overview

This qualification is designed to provide guidance, training and assessment in Early Childhood Education. It is aimed at training providers and employers who provide a range of products and services to the public and private sector locally, regionally and internationally. It involves creating a good impression during service delivery, developing relationships with customers, problem solving, supporting customers, products and service promotions and processing customer service information. It includes competencies in occupational health and safety, personal development and the use of technology to aid and assist customers and clients.

Who is this qualification for?

The qualification is designed for persons who work at all levels within the childcare business who come into contact with persons directly and indirectly.

Jobs within the occupational area

- Pre-school teacher
- Childcare centre Director
- Family support specialist/consultant
- Home-based service provider
- Primary school teacher
- Researcher
- Education sales representative

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A08802 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

EARLY CHILDHOOD DEVELOPMENT (MANAGEMENT) LEVEL 4

To achieve the full qualification, candidates must complete all twenty-two (22) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
1. Communicate in the workplace	U31201
1.1 Gather, convey and receive instructions, information and ideas	
1.2 Carry out face-to-face routine communication	
1.3 Communicate and follow work instructions	
1.4 Draft routine correspondence	
1.5 Report outcomes	
1.6 Clean up	
2. Develop teams and individuals	UA24104
2.1 Determine development needs	
2.2 Develop individuals and teams	
2.3 Monitor and evaluate workplace learning	
3. Lead work teams	UA24204
3.1 Contribute to and promote effective work practices	
3.2 Develop and implement staffing processes	
3.3 Maintain a professional approach to leading work teams	
3.4 Promote effective workplace relations	
3.5 Evaluate plans	
3.6 Review individual performance	
4. Work within a relevant legal and ethical framework	U44903
4.1 Demonstrate an understanding of legislation and common law relevant to work role	
4.2 Follow identified policies and practices	
4.3 Work ethically	
4.4 Identify and respond when client rights and interests are not being protected	

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
5. Work with culturally diverse clients and co-workers	U45303
5.1 Reflect cultural awareness in work practice	
5.2 Accept cultural diversity as a basis for effective workplace and professional relationships	
5.3 Communicate with culturally diverse persons	
5.4 Resolve cross-cultural misunderstandings	
6. Maintain safe and effective working practices	U92502
6.1 Maintain the safety of self and others in the workplace	
6.2 Maintain working relationships with others	
6.3 Maintain and develop personal performance	
7. Contribute to the protection of the environment	U68402
7.1 Work in an environmentally conscious way	
7.2 Contribute to continuous improvements in protecting the environment	
8. Promote and provide good nutrition	UA24304
8.1 Promote healthy eating	
8.2 Plan nutritious food and drinks	
8.3 Maintain food safety	
9. Provide emergency first aid	UA24404
9.1 Respond to emergency situations	
9.2 Apply appropriate emergency first aid procedures	
9.3 Communicate details of the incident	
9.4 Evaluate the incident and your performance	
10. Develop and implement policy	UA24504
10.1 Research new policy initiatives	
10.2 Draft policies	
10.3 Test draft policies	
10.4 Develop policy proposals	
10.5 Implement and review policies	

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
11. Plan and implement an administrative system	UA24604
11.1 Plan new or modified administrative systems	
11.2 Implement new or modified administrative systems	
11.3 Monitor administrative systems	
12. Facilitate compliance in an education and care setting	UA24704
12.1 Interpret the National Quality Framework (NQF)	
12.2 Facilitate an organisational self-assessment	
12.3 Facilitate the development of a quality improvement plan	
12.4 Coordinate the service for a site visit	
13. Manage a childcare business	UA24804
13.1 Investigate the market for an educational institution	
13.2 Establish systems for maintaining an educational institution	
13.3 Collect information	
13.4 Manage resources associated with the institution	
13.5 Evaluate the institution	
14. Design and implement the curriculum to foster children’s learning and development	UA24904
14.1 Develop appropriate settings and environments	
14.2 Design and implement the curriculum in consultation with others	
14.3 Design learning experiences to foster children’s learning and development	
14.4 Implement learning experiences to foster children’s learning and development	
14.5 Assess and evaluate planned and unplanned teaching and learning	
15. Maintain service standards	UA25004
15.1 Develop relationships with persons accessing services	
15.2 Maintain professionalism	
15.3 Evaluate your work practices	
16. Monitor budgets and financial reports	UA25104
16.1 Prepare a budget	
16.2 Implement and monitor a budget	
16.3 Prepare financial reports	

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
17. Manage recruitment, selection and induction processes	UA25204
17.1 Develop recruitment, selection and induction policies and procedures	
17.2 Recruit and select staff	
17.3 Manage staff induction	
18. Lead and manage organisational change	UA25304
18.1 Identify change requirements and opportunities	
18.2 Develop a change management strategy	
18.3 Implement a change management strategy	
19. Develop and implement coaching strategies	UA25404
19.1 Develop coaching strategies	
19.2 Prepare for the implementation of coaching strategies	
19.3 Implement coaching strategies	
19.4 Monitor and support coaching strategies	
19.5 Review and report on coaching strategies	
20. Implement a mentoring programme	UA25504
20.1 Plan a mentoring programme	
20.2 Develop tools and materials to support a mentoring programme	
20.3 Coordinate the mentor and mentee relationships	
20.4 Evaluate the mentoring programme	
21. Respond to loss, grief and trauma	UA25604
21.1 Identify the effects of loss, grief and trauma	
21.2 Provide a healing response to loss, grief and trauma	
21.3 Manage your stress in the work role	
22. Provide advocacy and representation services	UA25704
22.1 Establish the representative role and process	
22.2 Represent the interests of the client or group	
22.3 Negotiate outcomes and liaise with key persons	

U31201**Communicate in the workplace**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to communicate in the workplace, it applies to all individuals operating in all job areas.

It involves gathering information from various sources, communicating, participating in discussions and providing feedback.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Gather, convey and receive instructions, information and ideas | 1.1 Respond to verbal/written instructions with correct actions. |
| | 1.2 Collect information to achieve work responsibilities from appropriate sources. |
| | 1.3 Seek input from internal and external sources and use to develop and refine new ideas and approaches. |
| | 1.4 Respond to instructions accurately and convey work signage with correct action. |
| | 1.5 Use methods/equipment to communicate ideas, instructions and information appropriate to the audience. |
| | 1.6 Use effective listening and speaking skills in oral communication. |
| | 1.7 Respond to instructions or enquiries promptly and in accordance with organisational standards. |
| | 1.8 Use questions to gain extra information and clarification. |
| 2. Carry out face-to-face routine communication | 2.1 Conduct communication in an open and professional manner. |
| | 2.2 Use appropriate language and tone to ensure effective two-way communication. |

- 2.3 Use active listening and questioning to ensure effective two-way communication.
- 2.4 Check and confirm that cultural and social differences are identified and sensitivity to differences are displayed.
- 3. Communicate and follow work instructions
 - 3.1 Confirm that routine instructions, messages and schedules are given or followed.
 - 3.2 Verify that workplace procedures are accurately interpreted and carried out according to organisational procedures
- 4. Draft routine correspondence
 - 4.1 Present written information and ideas in clear and concise language that is easily understood.
 - 4.2 Present draft correspondence within designated timelines.
- 5. Report outcomes
 - 5.1 Verify that participation in on-site meetings/discussions is done in accordance with organisational procedures.
 - 5.2 Carry out interaction to achieve constructive outcomes.
 - 5.3 Convey responses to others in the group.
 - 5.4 Make constructive contributions in terms of the work process involved.
 - 5.2 Enter relevant customer details on the database according to organisational procedures.
- 6. Clean up
 - 6.1 Store unused materials safely in an appropriate area according to organisational safety procedures.
 - 6.2 Remove empty containers and waste materials from the service area according to organisational policies and procedures.

- 6.3 Confirm that the service area is left clean, safe and secure on the completion of work according to organisational health and safety requirements.
- 6.4 Clean, maintain and store tools and equipment according to manufacturer's recommendations and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Fax
- Telephone

2. Methods:

- Face-to-face
- Written (letter, email, text)

3. Organisational:

- Quality assurance and/or procedures manual
- Goals, objectives, plans
- Systems and processes

4. Communication types:

- Verbal/non-verbal
- Written (electronic, letter)

5. Correspondence:

- Memoranda
- Reports
- Electronic (letters/email/text)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisation's policies, plans and procedures relating to communication.
2. What timelines are set out by the organisation for communicating information to customers and clients internally and externally.
3. What literacy requirements are needed for your organisation relating to communication.
4. What are the principles of effective communication in relation to listening, questioning and non-verbal communication.
5. Why it is important to know and understand the relevant legislation from government agencies that affect business operations in regards to occupational health and safety and environmental issues, equal opportunities, industrial relations and anti-discrimination.
6. What are the main types of communication tools/equipment.
7. Why it is important to know and understand the relevant signs and symbols commonly used in the workplace communication.
8. What are the main techniques used in communication.
9. How to respond promptly to instructions or enquiries in accordance with organisational policies and procedures.
10. How to use questions to gain extra information and clarification.
11. How to communicate in an open and professional manner.
12. Why it is important to use appropriate language and tone to ensure effective two-way communication.
13. Why it is important to use active listening and questioning to ensure effective two-way communication
14. How to identify and show sensitivity to cultural and social differences.
15. Why it is important to ensure that routine instructions, messages and schedules are given or followed
16. Why it is important to accurately interpret and carry out workplace procedures according to organisational policies and instructions provided.
17. How to provide suggestions and information relevant to the planning/conduct of work activities.
18. Why it is necessary to present written information and ideas in clear and concise language and in a manner that is easily understood by the recipients.
19. How to draft and present correspondence within designated timelines.

20. Why it is important to present written information that meets organisational standards of style, format and accuracy.
21. Why it is important to follow procedures when participating in on-site meetings/discussions.
22. Why it is important to interact to achieve constructive outcomes.
23. How to convey responses to others in a group.
24. How to make constructive contributions in terms of the work process during communication.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24104

Develop teams and individuals

Unit Descriptor:

This unit deals the knowledge, skills and attitudes required to identify, develop and implement systematic learning for individuals and teams. It also involves collecting feedback on performance and monitoring and evaluating training and development of teams and individuals.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------------|--|
| 1. Determine development needs | 1.1 Identify and implement systematic learning and development needs in line with institutional requirements. |
| | 1.2 Confirm that the learning plan meets the individual and group training and development needs and is collaboratively developed, agreed to and implemented. |
| | 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement. |
| | 1.4 Collect feedback on the performance of team members from relevant sources and compare with established team learning needs. |
| 2. Develop individuals and teams | 2.1 Identify learning and development programme goals and objectives, ensuring a match to the specific knowledge and skill requirements of the competency standards relevant to the industry. |
| | 2.2 Confirm that learning delivery methods are appropriate to the learning goals, learning style of participants and availability of equipment and resources. |
| | 2.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate individual and team achievement of competencies. |

- 2.4 Identify and create development opportunities that incorporate a range of activities and support materials to achieve competencies.
 - 2.5 Identify and approve required resources and time lines for learning activities, in accordance with institutional requirements.
- 3. Monitor and evaluate workplace learning
 - 3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements.
 - 3.2 Assess and record outcomes and performance of individuals and teams, to determine the effectiveness of the **development programme** and the extent of additional development support.
 - 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning.
 - 3.4 Document and maintain records and reports of competency according to institutional requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant sources:

- Gathered data from professional organisations
- Reports

2. Development programme:

- Professional development
- Management and supervisory development
- Workshop and technology development

3. Opportunities:

- Training and development
- Promotions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the learning theories that guide training and development e.g. Andragogy
2. What is the institutional approach to training and development programmes.
3. What are the various reasons for training and development programmes.
4. How to use structured approaches to set goals, monitor progress and adjust learning approaches for self and others.
5. How to build on knowledge and experience to facilitate interaction and learning with others.
6. How to analyse textual information from a range of sources to identify organisational requirements.
7. Why it is important analyse information from a range of sources to evaluate performance.
8. How to develop materials to suit the requirements of different roles and individuals in the institution.
9. How to maintain records using correct technical and institutional vocabulary and grammar.
10. Why it is important to use vocabulary appropriate to context and to establish a supportive and learning environment.
11. How and why it is necessary to use listening and questioning techniques to confirm or show understanding of different perspectives.
12. Why it is important to identify and respond to explicit and implicit institutional procedures and protocols and understand how one's role meshes with others and contributes to broader goals.
13. How to select and use appropriate conventions and protocols when communicating with co-workers in a range of work contexts.
14. Why it is important to identify the importance of building rapport to establish effective working relationships.
15. How to collaborate with others to achieve joint outcomes, playing an active role in facilitating effective group interaction.
16. Why it is important to negotiate with others to achieve joint or agreeable outcomes, playing an active role in facilitating consensus in potentially contentious situations.
17. How to use logical planning processes to organise, implement and monitor learning and development needs.
18. How and why it is necessary to systematically gather and analyse all relevant information and evaluate options to make informed decisions.
19. How to evaluate the outcomes of decisions to identify opportunities for improvement
20. How and why it is important to document and maintain records and reports of competency according to institution requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Workshop/project

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24204

Lead work teams

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to undertake supervision and coordinate activities. It involves workers who are team leaders or managers who are responsible for scheduling, coordinating and monitoring the activities and performance of the work team and other service providers.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Contribute to and promote effective work practices | <ul style="list-style-type: none"> 1.1 Develop and implement plans to meet the day to day activities of the work groups. 1.2 Develop and implement strategies in consultation with appropriate persons to maximise work performance and outcomes. 1.3 Identify planning problems, barriers and constraints and develop and implement strategies to address them according to institutional policies and procedures. |
| 2. Develop and implement staffing processes | <ul style="list-style-type: none"> 2.1 Maintain confidentiality in relation to staff processes in accordance with institutional policies and procedures. 2.2 Identify required staff and resources and develop plans to acquire them. 2.3 Participate in the recruitment process according to institutional policies and procedures. 2.4 Implement effective induction and ongoing support to new and existing staff. 2.5 Provide instruction and additional support as required to promote quality workers and client outcomes. 2.6 Promote and facilitate access to staff training and development to enable the achievement of workplace outcomes and personal goals. |

- 2.7 Collaborate with **other service providers** as required to meet service and referral needs.
- 3. Maintain a professional approach to leading work teams
 - 3.1 Reflect on your practice and pro-actively update knowledge and skills.
 - 3.2 Align your leadership practice with the values, ethical guidelines, policies and procedures of the institution.
 - 3.3 Take reasonable steps to ensure that neither personal nor social contact adversely affects ability to lead the team.
- 4. Promote effective workplace relations
 - 4.1 Implement collaborative processes and practices that promote cooperative work habits and maintain positive relationships with staff, clients and management.
 - 4.2 Model and promote effective communication in the workplace, including open discussion and active listening.
 - 4.3 Identify potential and actual conflict situations and developments and implement appropriate strategies to prevent or address them.
 - 4.4 Confirm conflict resolution processes to ensure access to appropriate support, mediation and debriefing for parties according to institutional guidelines.
 - 4.5 Resolve problems or issues that may disrupt work.
- 5. Evaluate plans
 - 5.1 Meet with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the institution.
 - 5.2 Identify areas for improvement within the institution.
 - 5.3 Revise and update plans and practices to ensure continuous improvement.

- 5.4 Document and report work outcomes in accordance with institutional policies and procedures.
- 6. Review individual performance
 - 6.1 Implement and document performance management processes in accordance with work role and institutional policies and procedures.
 - 6.2 Work collaboratively with individuals to agree on performance improvements, development plans and documents in accordance with institutional policies and procedures.
 - 6.3 Monitor and evaluate performance and provide feedback on an ongoing and regular basis.
 - 6.4 Identify poor performance and take necessary action in accordance with work role and institutional policies and procedures.
 - 6.5 Monitor and coach individuals to improve performance.
 - 6.6 Identify and provide additional support or referral when necessary in accordance with work role and institutional procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Work groups:

- Formal
- Informal

2. Appropriate persons:

- Customers and clients
- Professional body or association

3. Other service providers:

- Carers
- Stakeholders
- Clients

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to develop and implement plans to accomplish the day to day activities of the work group.
2. Why it is important to develop and implement strategies in consultation with appropriate persons to maximise work performance and outcomes.
3. How to identify planning problems, barriers and constraints and how to develop and implement strategies to address them.
4. Why it is important to maintain confidentiality in relation to staff processes in accordance with institutional policies and procedures.
5. How to identify the required staffing and resources and develop plans to address them.
6. Why it is necessary to participate in the recruitment processes.
7. How to implement effective induction and ongoing support for new and existing staff.
8. Why it is important to provide instruction and additional support as required to promote quality workers and client outcomes.
9. How to encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals.
10. Why it is important to collaborate with other service providers as needed to meet service and referral needs and how to do so.
11. How to reflect on your practice and pro-actively update knowledge and skills.
12. How to align your leadership practice with the values, ethical guidelines, policies and procedures of the organisation.
13. Why it is important take reasonable steps to ensure that neither personal nor social contact adversely affects ability to lead the team.
14. How to implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management.
15. Why it is necessary to model and promote effective communication in the workplace including open discussion and active listening.
16. How to identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them.
17. How to provide assistance during conflict resolution processes, and ensure access to appropriate support mediation and debriefing for parties within organisation guidelines.
18. How to resolve problems or issues which may disrupt work.
19. Why it is important to meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the institution.
20. How to identify areas for improvement.

21. Why it is important to revise plans and practices to ensure continuous improvement.
22. How to document and report work outcomes in accordance with institutional procedures.
23. Why it is important to implement and document performance management processes in accordance with work role and institution procedures.
24. How to work collaboratively with individuals to agree on performance improvement and development plans and document them in accordance with institution policies.
25. How to monitor and evaluate performance and provide feedback on an ongoing and regular basis.
26. How and why it is important to identify poor performance and take necessary action in accordance with work role and institutional procedures.
27. How and why it is important to monitor and coach individuals to improve performance.
28. How to identify and provide additional support or referral when required, in accordance with work role and institution procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U44903

Work within a relevant legal and ethical framework

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work within a legal and ethical framework that supports duty of care requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Demonstrate an understanding of legislation and common law relevant to work role | <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of the legal responsibilities and obligations of the work role. 1.2 Apply key statutory and regulatory requirements relevant to the work. 1.3 Fulfil duty of care responsibilities in the course of practice. 1.4 Accept responsibility for your actions. 1.5 Maintain confidentiality according to organisational requirements. 1.6 Seek agreement of the client where possible prior to providing services. |
| 2. Follow identified policies and practices | <ul style="list-style-type: none"> 2.1 Perform work within identified policies, protocols and procedures. 2.2 Make contributions as appropriate to the review and development of policies and protocols. 2.3 Carry out work according to job specifications, roles and responsibilities. 2.4 Seek clarification when unsure of scope of practice as defined by job description or specific work role requirements. 2.5 Seek clarification or unclear instructions. |
| 3. Work ethically | <ul style="list-style-type: none"> 3.1 Confirm that the rights of the client are protected when delivering services. |

-
- 3.2 Use effective problem solving techniques when exposed to competing value systems.
 - 3.3 Confirm that services are made available to all **clients** regardless of personal values, beliefs, attitudes and culture.
 - 3.4 Identify and discuss potential ethical issues and ethical dilemmas in the workplace with an **appropriate person**.
 - 3.5 Identify and report unethical conduct to an **appropriate person**.
 - 3.6 Carry out work within boundaries applicable to the work role.
 - 3.7 Apply guidelines and legal requirements relating to disclosure and confidentiality effectively.
 - 3.8 Display and take into account awareness of your personal values and attitudes to ensure non-judgmental practice.
 - 3.9 Identify conflicts of interest and take measures to avoid them.
- 4. Identify and respond when client rights and interests are not being protected
 - 4.1 Support **client** and/or their advocate(s) in identifying and expressing their concerns.
 - 4.2 Refer **client** and/or their advocate(s) to advocacy services if appropriate.
 - 4.3 Follow established **policy and protocols** when managing a complaint.
 - 4.4 Identify and report signs consistent with financial, physical, emotional, sexual abuse and neglect of the **client** to an **appropriate person** as required.
 - 4.5 Identify and respond to cultural/linguistic, religious and sexual diversity, for example, by providing interpreters where necessary.

RANGE STATEMENT

All range statements must be assessed:

1. Work role:

- Work within community, government or private agency/organisation
- Providing telephone advice and assistance

2. Client:

- Young persons:
- Older adults
- Persons with disabilities
- Persons seeking advice and assistance
- Individuals within the community

3. Policies, protocols and procedures:

- Guidelines and practices developed to address:
 - legal requirements
 - ethical requirements
 - regulatory requirements

4. Appropriate person:

- Advocates/family members
- Senior Management
- Colleagues
- External agencies
- Health professionals
- Law enforcement officers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to follow organisational policies, protocols and procedures.
2. How to contribute to the review and development of policies and protocols.
3. How to work within ethical and legal frameworks.
4. What are the legal responsibilities and obligations of your work role.
5. What are the principles and practices of confidentiality and how to apply them.
6. What are the relevant standards and codes of practice in the sector.
7. What are the specific principles underpinning duty of care and associated legal requirements.
8. What are the rights and responsibilities of workers.
9. What are the rights and responsibilities of the client.
10. What are the principles and practices for upholding the rights of the client.
11. How to use effective problem solving techniques when exposed to competing value systems.
12. What is the importance of ethics in practice.
13. What are the occupational safety and health requirements pertaining to your work role.
14. How to distinguish between ethical and legal problems.
15. How to identify common ethical issues and how to address these.
16. How to identify unethical conduct and to whom this should be reported.
17. How to recognise and avoid/address any conflict of interest.
18. How to support clients and/or their advocates in identifying and expressing concerns.
19. How to deal with and manage client complaints.
20. What are the policies and protocols for handling and managing a complaint.
21. How to recognise signs of abuse of a client.
22. What are the different types of abuse that can be experienced by a client.
23. What are the correct procedures for reporting suspected abuse of a client and to whom it should be reported.
24. How to manage abuse of a client within your work role.
25. How to deal with cultural/linguistic, religious and sexual diversity.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45303

Work with culturally diverse clients and co-workers

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Reflect cultural awareness in work practice | 1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices . |
| | 1.2 Use work practices that create a culturally and psychologically safe environment for all persons. |
| | 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds. |
| 2. Accept cultural diversity as a basis for effective workplace and professional relationships | 2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients. |
| | 2.2 Use specific strategies to eliminate bias and discrimination in the workplace. |
| | 2.3 Contribute to the development of workplace and professional relationships on acceptance of cultural diversity . |
| 3. Communicate with culturally diverse persons | 3.1 Communicate constructively to develop and maintain effective relationships, mutual trust and confidence. |
| | 3.2 Make efforts to communicate in the most effective way where language barriers exist. |
| | 3.2 Seek assistance from interpreters or other persons as required. |

- 4. Resolve cross-cultural misunderstandings
 - 4.1 Identify issues that may cause conflict.
 - 4.2 Consider the impact of cultural differences if difficulties or misunderstandings occur.
 - 4.3 Make efforts to sensitively resolve differences, taking account of cultural considerations.
 - 4.4 Address difficulties with appropriate persons and seek assistance when required.

RANGE STATEMENT

All range statements must be assessed:

1. Work practices:

- Non-discriminatory; free of bias, stereotyping, racism, and prejudice
- Dealing with persons of diverse gender, sexuality and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance

2. Cultural diversity

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion, beliefs and customs
- Age
- Disability
- Sexuality (gender and gender relationships)
- Special needs
- Kinship/family structure

3. Strategies:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision making

4. Communicate:

- Verbal
- Written
- Signage
- Through an interpreter or other person
- Body language – use of appropriate gestures, facial and physical expressions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What resources and assistance is available with and external to the organisation in relation to cultural diversity issues.
2. How to recognise and address your cultural conceptions, pre-conceptions and perspective of diverse cultures.
3. What is the cultural diversity in local society.
4. How to recognise cultural influences and changing cultural practices and their impact on diverse communities.
5. Why culture should be recognised as dynamic social phenomenon.
6. How culture has evolved over time as a range of social practices and beliefs.
7. What is the impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others.
8. What is the unique way in which individuals may experience a culture and respond to past experiences.
9. Why the word 'normal' is a value-laden, excluding concept that often precludes acknowledgement of the diversity of people, their life experiences and situations.
10. What are the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices.
11. What is the role and use of language and cultural interpreters.
12. How to apply culturally respectful practices in the workplace and demonstrate respect and inclusiveness of culturally diverse people in all work practices.
13. How to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures.
14. Why it is important to participate in identifying and implementing culturally safe work practices.
15. Why it is important and how to respond respectfully and sensitively to cultural beliefs and practices that may cause harm.
16. How to sensitively communicate with persons of diverse backgrounds and cultures.
17. How to use basic conflict resolution and negotiation skills.
18. What are effective strategies to address and eliminate discrimination and bias in the workplace.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U92502

Maintain safe and effective working practices

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Maintain the safety of self and others in the workplace | 1.1 | Work according to training and instructions received to avoid risk to self and others. |
| | | 1.2 | Wear the appropriate personal protective equipment according to organisational procedures. |
| | | 1.3 | Use approved methods and handling equipment when moving and lifting items. |
| | | 1.4 | Use appropriate equipment and materials safely and correctly according to organisational requirements and manufacturer's instructions. |
| | | 1.5 | Return equipment and materials to designated storage when not in use. |
| | | 1.6 | Keep the immediate work area tidy and free from hazards. |
| | | 1.7 | Dispose of waste safely and correctly in a designated area, in accordance with organisational procedures, and environmental and industry regulations. |
| | | 1.8 | Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |
| | | 1.9 | Report accidents, incidents or problems to appropriate persons promptly and take immediate action to reduce further danger. |

- 1.10 Carry out work in an organized and efficient manner in accordance with specified procedures.
- 2. Maintain working relationships with others
 - 2.1 Maintain appropriate and effective working relationships with **others**.
 - 2.2 Carry out activities requiring cooperation with **others** in accordance with required procedures.
 - 2.3 Handle disagreements effectively and in accordance with organisational procedures.
 - 2.4 Communicate clearly and in a manner which promotes effective working relationships.
- 3. Maintain and develop personal performance
 - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
 - 3.2 Seek advice from the appropriate person if clarification is required concerning specific tasks.
 - 3.3 Review **personal performance** and **development** with the appropriate person at suitable times.

RANGE STATEMENT

All range statement items must be assessed:

1. Personal protective equipment:

- Ear protection
- Gloves
- Footwear
- Overalls/coveralls
- Helmets/hats
- Eye protection

2. Equipment:

- Manual
- Electronic

3. Waste:

- Solid
- Liquids
- Hazardous/toxic

4. Others:

- Colleagues
- Supervisors
- Customers

5. Personal performance and development:

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of the health and safety, other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
8. Why it is important to use safe lifting techniques.
9. What are the correct and safe ways to use equipment and materials required for the work.
10. What are the safe methods and areas for the safe storage of equipment and materials.
11. What are the organisational and legislative requirements for disposing of waste safely.
12. What health and safety records may need to be kept and how to do so.
13. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
14. What methods should be used to promote good environmental practice and to minimise environmental damage while working.
15. What procedures should be used for different types of emergencies in the industry.
16. Why is important to develop and maintain effective working relationships and how to do so.
17. What procedures should be used in dealing with workplace disagreements.
18. Why it is important to communicate effectively and what are the available methods to do so.
19. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence(work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used to cover **PCs 1.9 and 2.3**.

U68402**Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Work in an environmentally conscious way | 1.1 Perform duties in accordance with relevant policies and legislation . |
| | 1.2 Execute duties in a manner which minimises environmental damage . |
| | 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage . |
| 2. Contribute to continuous improvements in protecting the environment | 2.1 Identify instances of likely or actual environmental damage and take appropriate action. |
| | 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. |
| | 2.3 Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices. |
| | 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant policies and legislation:

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recyclable policies

2. Manner which minimises environmental damage:

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

3. Equipment and materials

- Hand tools
- Power tools
- Personal protective equipment
- Cleaning chemicals
- Soaps and sanitisers
- Paper towels
- Garbage disposal bags
- Cloths and towels
- Containers
- Access equipment

4. Hazardous waste:

- Oils
- Chemicals and solutions
- Harmful materials (asbestos, fibreglass)
- Electronic equipment
- Organic hazards (pest excrement, pest carcasses)

5. Non-hazardous waste:

- Food
- Plant matter
- paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and the corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24304

Promote and provide good nutrition

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to encourage and promote healthy eating. It involves the planning and preparation of nutritious meals, maintaining food safety practices and providing relevant information to customers and clients.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|--|
| 1. Promote healthy eating | <ul style="list-style-type: none"> 1.1 Engage children in conversations and routines that promote relaxation, enjoyable mealtimes, healthy lifestyles and good nutrition. 1.2 Model, reinforce and implement healthy eating and nutritional practices with children during mealtimes. 1.3 Support and guide children to eat healthy foods. 1.4 Confirm that children have access to water and are offered healthy food and drinks, throughout the day. 1.5 Confirm that furniture and utensils are suitable for children to encourage positive involvement and enjoyment at mealtimes. |
| 2. Plan nutritious food and drinks | <ul style="list-style-type: none"> 2.1 Provide children with food and drink consistent with health guidelines. 2.2 Check and confirm that children's needs align with advice provided by their families, including likes and dislikes. 2.3 Read and interpret food labels and other information about food contents. 2.4 Contribute to providing education and support to families around healthy eating practices. 2.5 Participate in developing and displaying a cycle of written menus, detailing the food that is provided to children, where necessary. |

- 3. Maintain food safety
 - 3.1 Contribute to developing and maintaining food safety procedures according to relevant **guidelines**.
 - 3.2 Facilitate food-handling, preparation and storage according to service **practices** and regulatory requirements.
 - 3.3 Follow food safety procedures when facilitating the preparation of food.

RANGE STATEMENT

All range statements must be assessed:

1. Practices:

- Handwashing
- Sanitising work stations or surfaces
- Cleaning
- Zoning

2. Guidelines:

- Food handling and storage
- Preparation and cooking
- Serving

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the various health and safety guidelines and regulations that govern the food safety sector.
2. What are the nutritional requirements for school age children and challenges that may occur during food preparation and cookery.
3. How to engage children in conversations and routines that promote relaxation, enjoyable mealtimes, healthy lifestyles and good nutrition
4. Why it is important to model, reinforce and implement healthy eating and nutritional practices with children during mealtimes.
5. How to support and guide children to eat healthy foods.
6. What are the various ways to confirm that children have access to water and are offered healthy food and drinks, throughout the day.
7. Why it is necessary to ensure that furniture and utensils are suitable for children to encourage positive involvement and enjoy mealtimes.
8. How and why it is important to provide children with food and drink consistent with the health guidelines.
9. How to assist and confirm that children's needs are consistent with advice provided by their family's request, including likes and dislikes
10. How to read and interpret food labels and other information about food contents.
11. Why it is important to provide assistance when providing education and support to families around healthy eating practices.
12. Why it is necessary to assist with developing and displaying of a cycle of written menus, detailing the food that is provided to children.
13. How to assist with developing and maintaining food safety procedures according to relevant guidelines.
14. How to facilitate food-handling, preparation and storage according to service policies and procedures and regulatory requirements
15. How and why it is vital to follow food safety procedures when facilitating the preparation of food.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Photographs/videos

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

UA24404**Provide an emergency first aid response**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide emergency first aid response to children and adults in an education or care setting. It involves applying emergency first aid procedures, performing cardiopulmonary resuscitation (CPR), communicating accurate details to others and responding to any trauma that occurs.

This unit is a pre-requisite to the qualification and all candidates who desire to have this qualification **must** complete training and become certified in First Aid and CPR.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Respond to emergency situations | 1.1 Identify emergency situations within the workplace. |
| | 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others. |
| | 1.3 Assess the casualty and identify the need for first aid response. |
| | 1.4 Assess the situation and seek assistance from emergency response personnel and services. |
| 2. Apply appropriate emergency first aid procedures | 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with guidelines from training gained from a recognised training institution. |
| | 2.2 Provide first aid in accordance with established first aid principles and training. |
| | 2.3 Check that the casualty feels safe, secure and supported within parameters of consent from casualty, caregiver and registered medical practitioner. |
| | 2.5 Use available resources and equipment to make the casualty comfortable. |

- 2.4 Contact medical practitioners or **emergency** services to carry out first aid procedures, where possible.
 - 2.6 Operate first aid equipment according to manufacturer's instructions and company guidelines.
 - 2.7 Monitor the casualty's condition and respond in accordance within the scope of your authority and first aid principles.
- 3. Communicate details of the incident
 - 3.1 Convey accurate details of the incident to **emergency** response services.
 - 3.2 Report details of the incident to institution head or person in charge according to institutional policies and guidelines.
 - 3.3 Complete relevant workplace documentation including incident report form according to institutional requirements.
 - 3.4 Report accurate details of incidents involving children to parents or caregivers according to institutional policies.
 - 3.5 Follow institutional procedures to report serious incidents to the regulatory authorities.
 - 3.6 Maintain confidentiality of records and information in line with statutory and institutional policies and procedures.
- 4. Evaluate the incident and your performance
 - 4.1 Identify the possible psychological impact on self, children and other rescuers.
 - 4.2 Communicate with children about their emotions and responses to current events.
 - 4.3 Participate in debriefing activities with staff and **others**.

RANGE STATEMENT

All range statements must be assessed:

1. Emergencies:

- Natural disaster
- Fire
- Medical
- Explosion

2. Hazards:

- Physical
- Chemical
- Environmental
- Medical

3. Others:

- Parents/guardians
- Institutional head
- Emergency agencies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the national agencies responsible for emergencies and how to report an emergency to these agencies.
2. What are the institutional policies and procedures for dealing with and reporting emergencies.
3. How to recognise an emergency situation within the workplace.
4. How and why it is important to identify, assess and minimise immediate hazards to health and safety of self and others.
5. How to assess the casualty and recognise the need for first aid response.
6. How and why it is necessary to assess the situation and seek assistance from emergency response services.
7. How to perform cardiopulmonary resuscitation (CPR) in accordance with guidelines from recognise training institution and training gained.
8. Why it is important to provide first aid in accordance to established first aid principles and training.
9. How to check that casualty feels safe, secure and supported within parameters.
10. Why it is important to obtain consent from casualty, caregiver, registered medical practitioners or medical emergency services, where possible.
11. How to use available resources and equipment to make the casualty comfortable.
12. How to operate first aid equipment according to manufacturer's instructions and company guidelines.
13. Why it is important to monitor the casualty's condition and respond in accordance with first aid principles
14. How to convey accurate details of the incident to emergency response services.
15. Why it is necessary to report details of incident to institution's or person in charge.
16. How to complete relevant workplace documentation, including incident report form according to workplace requirements.
17. How and why it is important to report details of incidents involving children to parents and/or caregivers
18. How to follow workplace procedures to report serious incidents to the regulatory authorities
19. Why it is important to maintain confidentiality of records and information in line with statutory and/or institutional policies and procedures
20. How to recognise possible psychological impacts on self, children and other rescuers.
21. How to communicate with children about their emotions and responses to current event/s.
22. How to participate in debriefing activity with staff and others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Videos/photographs

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24504**Develop and implement policy**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct research for the development of policy and the creation of instruments to collect data. It involves facilitating discussions, drafting policies and presenting the data after collecting and testing the instruments.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|--|
| 1. Research new policy initiatives | <ul style="list-style-type: none"> 1.1 Source and evaluate existing policies to determine their currency and relevance to the sector. 1.2 Analyse current policy trends and their impact on policy development. 1.3 Complete research and consultation in accordance with institutional policies and procedures. 1.4 Facilitate open discussion regarding policy issues and possible resolutions. |
| 2. Draft policies | <ul style="list-style-type: none"> 2.1 Select and use policy formats and structures suited to policy users. 2.2 Draft policies to reflect the culture, values and objectives of the institution. 2.3 Articulate policy requirements clearly and logically and other information that supports policy statements. 2.4 Develop plans for policy resourcing, implementation and review. |
| 3. Test draft policies | <ul style="list-style-type: none"> 3.1 Develop and implement consultation mechanisms for draft policies. 3.2 Identify policy implementation issues with key stakeholders. 3.3 Modify draft policies according to the outcomes of consultation meetings. |

- 3.4 Give sufficient notice to those affected by policy changes within the institution and beyond.
- 4. Develop policy proposals
 - 4.1 Prepare policy materials to support implementation and facilitate stakeholders' understanding and acceptance of changes.
 - 4.2 Present policy proposals to decision-makers according to institutional requirements.
 - 4.3 Seek and gain formal authorisation according to institutional requirements.
- 5. Implement and review policies
 - 5.1 Develop a policy implementation plan to maximise the impact of new and revised policies.
 - 5.2 Develop and use strategies to facilitate wide promotion and dissemination of policy information.
 - 5.3 Implement the evaluation plan to ensure ongoing reviews.
 - 5.4 Review policies in accordance with institutional policies and procedures.
 - 5.5 Obtain and respond to **stakeholders'** feedback during the marketing, promotion and implementation of policies and use learning to inform further review of policies.

RANGE STATEMENT

All range statements must be assessed:

1. Trends:

- Competency-based learning/problem-based learning
- Adaptive learning algorithms/project-based learning
- Ground up diversity
- Open innovation/home schooling

2. Stakeholders:

- Ministry of Education
- Child Care Board
- Trade unions
- Parent-teacher associations
- Mental health and wellness partners
- Private day care operators
-

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What national legislation govern policy development relates to education and educational institutions.
2. Who is responsible for new trends and their development in education.
3. How to evaluate existing policies to determine their currency and relevance.
4. Why it is important to evaluate current policy trends and their impact on policy development.
5. Why it is necessary to complete research and consultation in accordance with organisation policies and procedures.
6. How to facilitate open constructive discussion about policy issues and their possible resolution.
7. How to select and use policy formats and structures suited to policy users.
8. Why it is important to draft policies that reflect the culture, values and objectives of the organisation.
9. How and why it is important to clearly and logically articulate policy requirements and other information that supports policy statements.
10. How to develop plans for policy resourcing, implementation and review.
11. How to develop and implement consultation mechanisms for draft policies.
12. Why it is important to be able to identify policy implementation issues with key stakeholders.
13. How to modify draft policies according to the outcomes of consultation.
14. Why it is necessary to give sufficient notice to those affected by policy changes.
15. How to prepare policy materials that support implementation and facilitate stakeholder's understanding and acceptance of changes.
16. How to present policy proposals to decision-makers according to organisation requirements.
17. Why it is important to seek and gain formal approval according to organisational requirements.
18. How to develop policy the implementation plan that maximises impact of new and revised policies.
20. How to develop and use strategies that facilitate wide promotion and dissemination of policy information.
21. How to implement the evaluation plan to ensure ongoing review.
22. Why it is necessary to review policies in accordance with organisational policies and procedures.
23. How to obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work/photos/videos

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24604

Plan and implement an administrative system

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to plan and implement an administrative system in an education institution or child care setting. It involves identifying the requirements for the system such as the budget, policies and procedures and monitoring of the system.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Plan new or modified administrative systems | 1.1 Identify the requirements of, or modifications to the administrative system through consultation with system users and other stakeholders in accordance with the institutional policies and budgetary requirements .

1.2 Obtain quotations from suppliers or developers for requirements to the system or modifications to be made to the system in accordance with educational policies and procedures .

1.3 Select suppliers or developers in accordance with budgetary policies and procedures. |
| 2. Implement new or modified administrative systems | 2.1 Identify and develop implementation strategies in consultation with staff.

2.2 Encourage staff to participate at all stages of the implementation process.

2.3 Implement systems in accordance with educational and legislative requirements.

2.4 Define and effectively communicate to staff the procedures for using the system..

2.5 Arrange training and support for staff on the use of the new or modified system.

2.6 Deal with contingencies to ensure minimal impact on users. |

3. Monitor administrative systems
 - 3.1 Monitor systems for usage, security and output in accordance with educational **requirements**.
 - 3.2 Modify systems to meet changing needs in accordance with educational requirements.
 - 3.3 Identify further modifications and promptly notify users.
 - 3.4 Monitor staff training needs and train new staff on administrative systems.
 - 3.5 Collect feedback from users and share with developer for further improvements.
 - 3.6 Evaluate systems for efficiency and effectiveness according to performance.

RANGE STATEMENT

All range statements must be assessed:

1. Requirements:

- Administrative systems
- Users
- Policies
- Budget

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What legislation governs educational systems and the maintenance of those systems.
2. Why it is important to identify the requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with educational and budgetary requirements.
3. How to obtain quotations from suppliers or developers, identifying requirements or modifications to be made to the system in accordance with the educational policies and procedures.
4. How to select suppliers or developers in accordance with educational policies and procedures.
5. How and why it is necessary to identify and develop implementation strategies in consultation with staff.
6. How to encourage staff to participate in all stages of the implementation process.
7. Why it is necessary to implement systems in accordance with educational and legislative requirements.
8. How to define and communicate the procedures for using systems to staff.
9. Why it is important to provide training and support for staff on the use of the new or modified system.
10. How to deal with contingencies to ensure minimal impact on users.
11. Why it is important to monitor the system for usage, security and output in accordance with educational requirements.
12. How to modify a system to meet changing needs in accordance with educational requirements.
13. How to identify further modifications and notify users immediately.
14. Why it is necessary to monitor staff training needs and train new staff on administrative systems.
15. How to gather and utilise information and ideas from a range of sources to create texts to meet educational requirements.
16. Why it is important to collaborate with others to achieve joint outcomes, providing guidance to others where necessary.
17. How to use listening and questioning techniques to elicit key information and confirm understanding of the new or improved system.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Projects/photographs

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24704

Facilitate compliance in an education and care setting

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to facilitate legislative, regulatory and national quality framework compliance within an educational care setting.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Interpret the National Quality Framework (NQF) | 1.1 Analyse the components of the NQF and their relevance to the service. |
| | 1.2 Seek advice from a higher authority if clarification is required on interpretation of any aspect of the framework. |
| | 1.3 Confirm staff understanding of the NQF and other legislation and regulations relevant to the service. |
| | 1.4 Clarify details and requirements of the assessment and rating process and share information with all staff in the service. |
| 2. Facilitate an organisational self-assessment | 2.1 Determine ways to collect information from staff, children, families and the community to inform self- assessment on a regular basis. |
| | 2.2 Share ideas with colleagues and involve them in the collection of information to guide the self-assessment. |
| | 2.3 Record information collected during the self-assessment process against the standards and the NQF. |
| | 2.4 Confirm the self-assessment report is available at the meeting to inform discussion of the assessment and rating process. |
| 3. Facilitate the development of a quality improvement plan | 3.1 Gather and use information from the self-assessment process to inform the creation of a quality improvement plan. |

- 3.2 Collaborate with others to decide upon the strengths and key improvements sought within the service.
 - 3.3 Work in collaboration with others to focus on how key improvements sought will be reflected in the improvement plan.
 - 3.4 Record required information to improve the plan according to the established guidelines.
 - 3.5 Plan to collaborate with others on a regular basis to review the quality improvement plan.
- 4. Coordinate the service for a site visit
 - 4.1 Inform stakeholders that the service has been selected for assessment and rating and that the process has commenced.
 - 4.2 Schedule meetings with stakeholders and staff where appropriate, according to institutional policies and procedures.
 - 4.3 Check for accuracy and completion of all documentation required for examination.
 - 4.4 Confirm that staff understand what is required of them during the assessment visit.

RANGE STATEMENT

All range statements must be assessed:

1. Colleagues:

- Education consultants
- Social workers
- Mental health & wellness partners

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to analyse the components of the NQF and their relevance to the service.
2. Why it is important to seek advice from a higher authority if clarification is required on interpretation of any aspect of the framework.
3. Why it is necessary, and how to confirm staff's understanding of the NQF and other legislation and regulations relevant to the service.
4. How to clarify details and requirements of the assessment and rating process and share information with all staff in the service.
5. Why it is important to determine ways to collect information from staff, children, families and the community to inform self- assessment on a regular basis.
6. How and when to share ideas with colleagues and involve them in the collection of information to inform the self-assessment.
7. Why it is important to record information collected during the self-assessment process against the standards and the NQF.
8. How to confirm that self-assessment is available at the meeting to inform discussion of the assessment and rating process.
9. How to gather and use information in the self-assessment process to inform the creation of quality improvement plan.
10. Why it is important to collaborate with others to decide upon the strengths and the key improvements sought within the service.
11. How to work in collaboration with others to focus on how key improvements sought will be reflected in the improvement plan.
12. How to record all of the required information in the plan.
13. Why it is important to plot to collaborate with others on a regular basis to review the quality improvement plan.
14. How to inform stakeholders that the service has been selected for assessment and rating and that the process has commenced.
15. How to schedule meetings with stakeholders and staff where appropriate.
16. Why it is important to check for accuracy and completion of documentation required for examination.
17. Why it is necessary to ensure all staff understand what is required of them during the assessment visit.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24804

Manage a childcare business

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively manage a childcare institution. It involves exploring and investigating the need for a childcare business, establishing systems for maintaining the business, collecting and storing information and managing finances and resources associated with the business.

Candidates will also be expected to evaluate the success of the business in terms of supply and demand and compliance against regulatory requirements and determine the outcomes.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Investigate the market for an educational institution | <ul style="list-style-type: none"> 1.1 Explore with others the stages required in setting up a childcare institution. 1.2 Investigate the demand for educational services within the local area using appropriate methods. 1.3 Identify the type of educational services that are required based on the research conducted. 1.4 Investigate methods of promoting the institution in consultation with others. 1.5 Provide recommendations from other sources to support the market. 1.6 Set fees to ensure that they are realistic in relation to services offered and those provided by others. 1.7 Market the educational institution and services according to policies and guidelines. |
| 2. Establish systems for maintaining an educational institution | <ul style="list-style-type: none"> 2.1 Check and confirm that the institution is compliant with regulatory requirements. 2.2 Answer queries for accessing a placement promptly according to institutional policy. |

- 2.3 Work with families to assess their educational requirements based on institutional services.
 - 2.4 Provide examples of work and information about how you have helped children to learn and develop.
 - 2.5 Develop and implement policies which meet the required standards.
 - 2.6 Establish a system for personal and professional development to ensure current practices.
 - 2.7 Clarify the types of educational services required and tasks that are included and excluded.
 - 2.8 Identify specific services available to children with special needs in accordance with legal requirements.
 - 2.9 Establish formal contracts for payment of fees for various educational services, including retainer and holiday fees according to institutional policies and procedures.
 - 2:10 Collect fees according to contractual and institutional arrangement.
 - 2.11 Secure insurance coverage according to educational institutional guidelines and regulatory requirements.
 - 2.12 Keep records and receipts of income and expenditure according to institutional policies and procedures.
 - 2.13 Carry out risk assessment of the service and premises to comply with safety requirements according to regulatory and institutional policies.
3. Collect information
- 3.1 Collect and record information from parents about children's background in accordance with institutional procedures

- 3.2 Record and store information in agreement with parents according to regulatory and institutional requirements.
- 3.3 Confirm that information recorded is complete and legible.
- 3.4 Establish with parents, situations when information may be divulged with **others**.
- 3.5 Provide information to **others** promptly when required according to institutional guidelines and policies.
- 3.6 Store information in a secure location that is easily accessible.
- 3.7 Restrict access to information according to agreements and legal requirements.
- 4. Manage resources associated with the institution
 - 4.1 Set up systems for managing finances associated with the business according to institutional policies and legal requirements.
 - 4.2 Implement a system for employee-related contributions according to regulatory guidelines.
 - 4.3 Confirm that a ready supply of resources are available for children.
 - 4.4 Review **resources** at intervals according to institutional policies and guidelines.
- 5. Evaluate the institution
 - 5.1 Evaluate the success of the business in terms of supply and demand.
 - 5.2 Gather feedback from families regarding the services offered.
 - 5.3 Evaluate compliance against regulatory requirements and institutional standards.
 - 5.4 Update policies as required according to regulatory and service requirements.
 - 5.5 Monitor payments for irregularities and discuss with clients for further consideration.

- 5.6 Review fees against market competitors' and payment arrangements for clients.
- 5.7 Plan how the institution could improve based on current practices.

RANGE STATEMENT

All range statements must be assessed:

1. Appropriate sources:

- Research (face to face interviews, surveys, data collection agencies)

2. Other sources:

- Childcare board
- Private investigations

3. Others:

- Childcare board
- Police
- Family members
- Other agencies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislation and regulatory requirements affecting administration of the education institution.
2. Why it is important to know and understand the legal and work setting requirements on equality, diversity, discrimination and rights in the sector.
3. What are the policies and practices for monitoring and maintaining health, safety and security in the work environment.
4. What are the factors that can have a positive or negative effect on communication and language skills and their development in children and young people.
5. What are the factors that promote positive health and wellbeing of children and young people.
6. How to explore with others the stages required in setting up a childcare institution.
7. Why it is important to investigate the demand for educational services within the local area using appropriate methods.
8. How to identify the type of educational services that are required based on research conducted.
9. How to investigate methods of promoting the institution in consultation with others.
10. Why it is important to provide recommendations from other sources to support marketing materials.
11. How to set fees that are realistic in relation to service offers and other service providers.
12. How to market the educational institution and services according to policies and guidelines.
13. Why it is important to check and confirm that the institution is compliant with regulatory requirements
14. How to answer enquires for accessing a placement promptly according to institutional policy
15. Why it is important to work with families to assess educational requirements, based on institutional services.
16. How to provide examples of work and information about how you have helped children to learn and develop.
17. How to develop and implement policies which meet required standards.
18. Why it is necessary to establish a system for personal and professional development to ensure current practices and how to do so.
19. Why it is important to clarify the types of educational services required and tasks that are included and excluded and how to do so.
20. How to establish formal contracts for the payment of fees for various educational services, including retainer and holiday fees according to institutional policies.
21. How to collect fees according to contractual and institutional arrangement.

22. Why it is important to secure insurance coverage according to educational institutional guidelines and regulatory body.
23. How to keep records and receipts of income and expenditure according to institutional policies
24. Why it is important to carry out risk assessments of the service and premises to comply with safety requirements according to regulatory and institutional policies.
25. How to collect and record information from parents about children's backgrounds.
26. Why it is important to record and store information in agreement with parents and according to regulatory and institutional policies and procedures and how to do so.
27. Why it is necessary to confirm that recorded information is complete and legible.
28. How to establish with parents situations when information may be divulged to others.
29. How to provide information to others promptly when required and according to institutional guidelines and policies.
30. How to store information in a secure location that is easily accessible.
31. What are the reasons for restricting access to information according to agreements and legal requirements.
32. How to set up systems for managing finances associated with the business according to institutional policies and legal requirements
33. Why it is important to implement a system for employee-related contributions according to regulatory guidelines.
34. How to confirm that a ready supply of resources are available for the children.
35. What are the reasons for reviewing resources at intervals according to institutional policies and guidelines.
36. What are the ways to evaluate the success of the business in terms of supply and demand.
37. How to gather feedback from parents regarding the services offered.
38. How to evaluate compliance against regulatory requirements and institutional standards.
39. Why it is important to update policies as required according to regulatory body and service requirements.
40. How to monitor payments for irregularities and discuss with clients for further consideration.
41. Why it is necessary to review fees against market competitors and payment arrangements for clients.
42. Why it is important to plan how the institution could improve.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Projects

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24904 Design and implement the curriculum to foster children’s learning and development

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to create an environment for learning. It involves developing an appropriate learning setting, designing and implementing curriculum in consultation with others, designing and implementing learning experiences and assessing and evaluating planned and unplanned teaching and learning.

ELEMENT PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Develop appropriate settings and environments | 1.1 Evaluate and modify the learning environment and materials to support all aspects of children’s learning. |
| | 1.2 Promote opportunities for sustained shared thinking and collaborative learning. |
| | 1.3 Evaluate and modify the learning environment and materials to ensure that families and the community are considered. |
| | 1.4 Implement modifications to the learning environment appropriate to the setting. |
| | 1.5 Promote and encourage an appreciation of the natural environment. |
| 2. Design and implement the curriculum in consultation with others | 2.1 Consult children and families to assist with reflecting on the current curriculum and learning environments to identify current strengths and goals. |
| | 2.2 Design and implement a curriculum that reflects the philosophy of the service. |
| 3. Design learning experiences to foster children’s learning and development | 3.1 Collect and analyse data to identify each child’s learning interests, strengths and goals in conjunction with the approved learning framework. |
| | 3.2 Clarify specific objectives about the learning environment, role of the educator and assessment. |

- 3.3 Evaluate methods and evidence using the approved framework’s learning outcomes, **principles and practices**.
- 3.4 Design learning experiences to foster holistic learning and to provide continuity of learning and transition.
- 3.5 Plan ways to monitor and assess children’s learning, consistent with the principles; practices and developmental relevance of the approved framework.
- 3.6 Confirm that both **planned** and **unplanned** experiences are considered for assessment.
- 4. Implement learning experiences to foster children’s learning and development
 - 4.1 Verify that required materials are identified and available at the time of implementation.
 - 4.2 Set up the physical learning environment for learning.
 - 4.3 Co-construct meaning out of the experience with children and ensure there are sustained interactions.
 - 4.4 Promote and model the requisite skills, attitudes and behaviours to enable learning dispositions.
 - 4.5 Monitor and reflect on children’s learning and your **pedagogical practices** and refine continuously.
- 5. Assess and evaluate planned and unplanned teaching and learning
 - 5.1 Establish or use opportunities to gather feedback from families and children continuously.
 - 5.2 Collect data using a range of methods to assess and evaluate teaching and learning; using both **planned** and **unplanned** approved frameworks.
 - 5.3 Check that assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines.

- 5.4 Confirm that assessment and evaluation influence the design of future curricula and learning experiences.

RANGE STATEMENT

All range statements must be assessed:

1. Principles and practices:

- Cooperation and task completion
- Active learning
- Communication

2. Planned:

- Lessons in Mathematics, English etc.
- Breaks & lunch

3. Unplanned:

- Guests in the classroom
- Animals or plants in the environment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to evaluate and modify the learning environment and materials to support all aspects of children’s learning, promote opportunities for sustained shared thinking and collaborative learning.
2. How to evaluate and modify the learning environment and materials to ensure that families and the community are respected.
3. Why it is important to implement modifications to the learning environment that are appropriate to the setting.
4. How to promote and encourage an appreciation of the natural environment.
5. How to consult with children and families to assist in reflecting on the current curriculum and learning environments to identify current strengths and goals.
6. Why it is necessary to collect and analyse data to identify each child’s learning interests, strengths and goals in conjunction with the approved learning framework.
7. Why it is important to design and implement a curriculum that reflects the philosophy of the service.
8. How and why it is necessary to analyse data collected to identify each child’s learning interests, strengths and goals in conjunction with the approved learning framework.
9. How to clarify specific objectives about the learning environment, role of the educator and assessment.
10. How to apply evaluative methods and evidence by using the approved framework of learning outcomes, principles and practices.
11. Which design learning experiences to foster holistic learning and to provide continuity of learning and transitions.
12. How to plan ways to monitor and assess children’s learning that are consistent with the principles and practices of the approved framework.
13. Why it is important to confirm that both planned and unplanned experiences are considered for assessment.
14. How and why it is necessary to confirm that the required materials are identified and available at the time of implementation.
15. How to set up the physical learning environment for learning.
16. How to co-construct meaning with children and ensure there are sustained interactions.
17. Why it is necessary to promote and model enabling learning dispositions.
18. How to monitor and reflect on children’s learning and your pedagogical practices and refine continuously.
19. How to establish or use opportunities to gather feedback from families and children continuously.
20. How to collect data using a range of methods to assess and evaluate teaching and learning; using both planned and unplanned approved frameworks.

21. How to check that assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines.
22. Why it is important to confirm assessment and evaluation influence the design of future curricula and learning experiences.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25004**Maintain service standards**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to establish and maintain appropriate relationships with persons accessing services. It involves monitoring and evaluating your behaviour and work practices and seeking advice and feedback from others to enhance your performance.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Develop relationships with persons accessing services | <ul style="list-style-type: none"> 1.1 Confirm that the service is appropriate to the client's needs according to institutional policies and procedures. 1.2 Identify and use effective communication skills to determine needs and develop relationships. 1.3 Identify and access interpreter services as required to assist with communication. 1.4 Identify and respond to concerns, complaints and needs within your level of accountability and established procedures and guidelines to enhance service delivery. 1.5 Take action to resolve conflict either directly where positive outcome can immediately be achieved, or by referral to appropriate personnel. 1.6 Respond to and deal with complaints in line with organisational policy to enhance service to individuals. 1.7 Seek advice from appropriate sources to resolve concerns or issues regarding relationships with or service to individuals using the service. |
| 2. Maintain professionalism | <ul style="list-style-type: none"> 2.1 Demonstrate positive, active and consistent respect for individual differences at work. 2.2 Maintain and respect confidentiality and privacy at all times according to institutional procedures. |

- 2.3 Interact with clients in a courteous manner according to institutional procedures.
 - 2.4 Provide assistance with care for individuals with **behaviours of concern** in accordance with established procedures.
 - 2.5 Use appropriate techniques to manage and minimise aggression.
- 3. Evaluate your work practices
 - 3.1 Monitor and evaluate the effectiveness of interpersonal interaction to ensure consistency in service delivery.
 - 3.2 Seek and obtain advice and assistance from colleagues and other appropriate sources to enhance your performance.
 - 3.3 Adjust your work practices to incorporate feedback that addresses performance issues to maintain the agreed standard of support and service.

RANGE STATEMENT

All range statements must be assessed:

1. Behaviours of concern:

- Psychological/physiological
- Mental and emotional
- Physical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the most effective methods of communication.
2. What are the various ways that people communicate and which is best suited for the environment.
3. Why it is important to establish rapport with persons and ensure the service is appropriate and in their best interest.
4. How to identify and use effective communication skills to ensure a high level of effective communication and quality service provision.
5. How and why it is important to access interpreter services as required to assist communication.
6. How to identify individual concerns and needs and respond within agreed level of responsibility, established procedures and guidelines for reporting to supervisors.
7. Why it is necessary to take action to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to appropriate personnel.
8. How and why it is vital to respect and maintain confidentiality and privacy at all times.
9. Why it is important to demonstrate courtesy in all interpersonal interactions.
10. How to provide assistance with the care of individuals with behaviours of concern in accordance with established procedures.
11. Why it is important to use appropriate techniques to manage and minimise aggression.
12. How to consistently monitor and evaluate the effectiveness of interpersonal interaction to ensure best service outcomes.
13. Why it is necessary to seek and receive advice and assistance from colleagues and other appropriate sources to enhance your performance.
14. How to adjust your work practices to incorporate advice that addresses performance issues to maintain the agreed standard of support and services.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25104**Monitor budgets and financial reports**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare budgets for educational institutions. It involves planning, preparing and monitoring the budget and allocating and preparing financial reports for the institution.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|---|
| 1. Prepare a budget | <ul style="list-style-type: none"> 1.1 Prepare a plan for a period which allows for expected expenditure and financial reporting requirements using the most likely prices and costs. 1.2 Create a needs assessment for the specific period and available funding. 1.3 Compile information in a form that enables projections of future receipts and expenditures to be used. 1.4 Obtain information from past receipts and payments from previous records and compare to current prices and cost trends. |
| 2. Implement and monitor a budget. | <ul style="list-style-type: none"> 2.1 Monitor and reconcile receipts and payments against the original budget. 2.2 Identify and calculate variances against the original plan and the impact on overall profit/loss and cash flow. 2.3 Allocate funds in accordance with budget objectives and parameters. 2.4 Make adjustments where necessary to respond to unacceptable variations. 2.5 Renegotiate and restructure the plan and budget where necessary to optimise institutional performance. |
| 3. Prepare financial reports | <ul style="list-style-type: none"> 3.1 Confirm that records of financial performance are correctly maintained within institutional systems. |

- 3.2 Confirm that the information within source documents is gathered according to the requirements of the report recipient's request.
- 3.3 Check and confirm that **documentation** is forwarded in a timely and efficient manner and according to institutional guidelines.
- 3.4 Report non-financial objectives in the context of overall institutional performance.

RANGE STATEMENT

All range statements must be assessed:

1. Documentation:

- Receipts and invoices
- Ledger
- Accounting platforms

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legal requirements that should be adhered to when preparing budgets for an educational institution.
2. How to prepare and manage a budget and prepare financial reports.
3. What literacy skills are required to fulfil job roles as required by the educational institution.
4. How to use oral communication skills and language competence to fulfil the job role as specified by the organisation for clarification, negotiating solutions and responding to a range of questions.
5. Why numeracy skills are required to estimate, calculate and record complex workplace measures.
6. What are the necessary interpersonal skills to work with others and relate to persons from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
7. Why it is necessary to obtain information on past receipts and payments from previous records, compared to current prices and cost trends and compile in a form that enables projections of future receipts and expenditures.
8. How to prepare a plan for a period which allows for expected expenditure and financial reporting requirements using the most likely prices and costs.
9. How to monitor and reconcile receipts and payments against the original budget.
10. Why it is important to identify and calculate variances against the original plan and assess the impact on overall profit/loss and cash flow.
11. How to allocate funds in accordance with budget objectives and parameters.
12. How to make adjustments where necessary to respond to unacceptable variations.
13. How to renegotiate and restructure a budget and plan where necessary to optimise enterprise performance.
14. How to ensure that records of financial performance are correctly maintained within institutional systems.
15. How to ensure that information within the source documents is assembled according to the requirements of the report recipient.
16. How to confirm that documentation is forwarded in a timely and efficient manner.
17. What are the institutional requirements for forwarding documentation.
18. How to report non-financial objectives in the context of overall institutional performance.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25204

Manage recruitment selection and induction processes

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to recruit staff. It involves managing the recruitment process which involves selection and induction of staff. It also involves developing policies and procedures to govern the recruitment, selection and induction process.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Develop recruitment, selection and induction policies and procedures | <ul style="list-style-type: none"> 1.1 Identify and analyse strategic and operational plans and policies relevant to hiring policies and objectives. 1.2 Develop recruitment, selection and induction policies and procedures and supporting documentation in accordance with institutional requirements. 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection processes. 1.4 Obtain support for policies and procedures from others for recruitment, selection and induction. 1.5 Pilot forms and documents supporting policies and procedures and make necessary adjustments as required. 1.6 Communicate policies and procedures to staff and provide training, if required in accordance with institutional requirements. |
| 2. Recruit and select staff | <ul style="list-style-type: none"> 2.1 Determine future human resource needs in collaboration with others. 2.2 Confirm that current position descriptors and specifications for vacancies are used when recruiting, selecting and inducting new employees. |

- 2.3 Provide access to training and other forms of support to all persons involved in the recruitment and selection processes.
 - 2.4 Verify that advertising of vacant positions complies with institution's policy and legal requirements.
 - 2.5 Utilise specialists where and if necessary in accordance with institutional human resource policies and procedures.
 - 2.6 Confirm that selection procedures are in accordance with institutional policy and legal requirements.
 - 2.7 Check that processes for advising applicants of selection outcome are followed.
 - 2.8 Verify that job offers and contracts of employment are executed promptly and new appointments are provided with advice about salaries and terms and conditions.
3. Manage staff induction
 - 3.1 Provide access to training and ongoing support for all persons engaged in staff induction.
 - 3.2 Check that induction processes are followed across the institution.
 - 3.3 Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated.
 - 3.4 Obtain feedback from participants and **others** on induction processes and evaluate against institutional guidelines.
 - 3.5 Make modifications to induction policies and procedures in accordance with institutional guidelines.

RANGE STATEMENT

All range statements must be assessed:

1. Policies and objectives:

- New hires
- Equality
- Target & performance monitoring
- Intervention & evaluation

2. Others:

- HR consultants
- Labour department
- Senior staff

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are legal the requirements that should be adhered to during recruitment, selection and induction processes for this sector.
2. How to identify and analyse strategic and operational plans and policies relevant to policies and objectives.
3. How to develop and or implement recruitment, selection and induction policies and procedures and supporting documentation.
4. Why it is important to review options for technology to improve the efficiency and effectiveness of recruitment and selection processes.
5. How to obtain support for policies and procedures from others according to institutional practices and guidelines.
6. Why it is necessary to pilot forms and documents supporting policies and procedures and make necessary adjustments.
7. How to communicate policies and procedures to staff and provide training if required and how to do so.
8. How to determine future human resource needs in collaboration with others according to institutional guidelines.
9. Why it is important to confirm that current position descriptors and specifications for vacancies are used when recruiting, selecting and inducting new employees
10. How to provide access to training and other forms of support to all persons involved in recruitment and selection process.
11. Why it is important to verify that the advertising of vacant positions complies with institutional policy and legal requirements.
12. Why it is important to utilise specialists where and if necessary for recruitment and advertising purposes.
13. How and why it is important to confirm that selection procedures are in accordance with institutional policy and legal requirements.
14. How to confirm that processes for advising applicants of the selection outcome are followed.
15. How to verify that job offers and contracts of employment are offered promptly and new appointments are provided with advice about salaries and terms and conditions.
16. How to provide access to training and ongoing support for all persons engaged in staff induction according to institutional policies and guidelines.
17. Why it is important to confirm that induction processes are followed across the institutional policies.
18. How to oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated.

19. How to obtain feedback from participants and others on whether the induction process is meeting its objectives.
20. How to review and make modifications to induction policies and procedures using data collected from feedback according to institutional policies.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25304

Lead and manage organisational change

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to determine strategic change requirements and opportunities and to develop, implement and evaluate change management strategies. It takes a structured approach to change management and applies to managers with responsibilities that extend across the institution or across significant parts of a larger institution.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify change requirements and opportunities | 1.1 Identify strategic change needs through an analysis of institutional objectives. |
| | 1.2 Identify and review existing policies and practices against strategic objectives where changes are required. |
| | 1.3 Monitor the external environment to identify, events or trends that impact on the achievement of institutional objectives. |
| | 1.4 Identify major operational change requirements due to performance gaps, business opportunities or threats, and management decisions. |
| | 1.5 Review and prioritise change requirements or opportunities with relevant persons . |
| | 1.6 Consult stakeholders, specialists and experts to assist in the identification of major change requirements and opportunities. |
| 2. Develop a change management strategy | 2.1 Undertake a cost-benefit analysis for high priority change requirements and opportunities. |
| | 2.2 Conduct a risk analysis and apply problem solving and innovation skills to identify barriers to change and agree and record mitigation strategies. |
| | 2.3 Develop a change management project plan according to institutional policies and guidelines. |

- 2.4 Obtain approvals from **relevant authorities** to confirm the change management process.
- 2.5 Assign resources to the project and agree on reporting protocols with **relevant persons**.
- 3. Implement a change management strategy
 - 3.1 Develop communication or education plans in consultation with **relevant persons** to promote the benefits of change in the institution and minimise loss.
 - 3.2 Arrange and manage activities to deliver the communication or education plans to **relevant persons**.
 - 3.3 Consult with **relevant persons** for input into the change process.
 - 3.4 Identify and respond to barriers to change according to risk management plans.
 - 3.5 Action interventions and activities set out in the project plan according to the timetable.
 - 3.6 Implement strategies for embedding the changes.
 - 3.7 Conduct regular evaluations and reviews and modify the project plan where appropriate to achieve change programme objectives.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant persons:

- Staff
- Partners & stakeholders

2. Relevant authorities:

- Ministry of Education
- Childcare board
- Health department
- Labour department

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the institutional policies, guidelines and objectives regarding change and its implementation.
2. Who are the relevant persons in the institution responsible for the change management process.
3. Why it is important to identify strategic change needs through an analysis of institutional objectives and how to do so.
4. How to identify and review existing policies and practices against strategic objectives where changes are required.
5. How and why it is important to monitor the external environment to identify events or trends that impact the achievement of institutional objectives.
6. How to identify major operational change requirements due to performance gaps, business opportunities or threats or management decisions.
7. How to review and prioritise change requirements or opportunities with relevant managers.
8. Why it is necessary to consult stakeholders, specialists and experts to assist in the identification of major change requirements and opportunities.
9. Why it is important to undertake a cost-benefit analysis for high priority change requirements and opportunities and how to do so.
10. How to conduct a risk analysis and apply problem solving and innovation skills to identify barriers to change, agree and record mitigation strategies.
11. Why it is necessary to develop a change management project plan and how to do so.
12. How to obtain approvals from relevant authorities to confirm the change management process.
13. How to assign resources to the project and agree reporting protocols with relevant persons
14. How to develop and promote communication or education plans in consultation with relevant persons to promote the benefits of change in the institution and minimise loss.
15. How to arrange and manage activities to deliver communication or education plans to relevant persons.
16. Why it is necessary to consult with relevant persons for input into the change process.
17. How and why it is important to identify and respond to barriers to the change according to risk management plans.
18. How to action interventions and activities set out in the project plan according to the project timetable.
19. Why it is necessary to activate strategies for embedding the change.
20. How to conduct regular reviews and modify the project plan where appropriate to achieve change program objectives.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project plans
- Videos/photographs

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25404**Develop and implement coaching strategies**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop and implement coaching strategies. It involves research to determine the needs of the institution, roles and responsibilities of the persons involved in the process and monitoring and evaluating implemented strategies and their impact.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Develop coaching strategies | <ul style="list-style-type: none"> 1.1 Research and review the need for and role of coaching within the institution. 1.2 Establish a framework for coaching strategies based on institutional context and needs. 1.3 Determine roles, responsibilities and outcomes for key individuals involved in coaching strategies. 1.4 Develop timelines for coaching strategy implementation in consultation with stakeholders. 1.5 Obtain support for coaching strategies in accordance with institutional policies and procedures. |
| 2. Prepare for the implementation of coaching strategies | <ul style="list-style-type: none"> 2.1 Plan coaching programme and models to suit coaching strategies and the institution's employees and employer issues. 2.2 Design induction and training requirements according to coaching strategies. 2.3 Design tools and resources for coaches and trainees as agreed in the coaching strategies. 2.4 Analyse legal, regulatory and institutional compliance requirements for coaches. 2.5 Establish recruitment processes for coaches and trainees according to institutional policies. |

3. Implement coaching strategies
 - 3.1 Promote the coaching programme within the institution.
 - 3.2 Recruit and select coaches and trainees according to institutional policies.
 - 3.3 Establish tools, mechanisms and procedures for matching and managing the coach-trainee relationship.
 - 3.4 Induct, match and brief coaches and trainees about coaching strategies.
4. Monitor and support coaching strategies
 - 4.1 Confirm that coaching strategies are implemented consistently within work practices and operational requirements.
 - 4.2 Provide coaches with access to professional development and support as necessary to carry out their role effectively and efficiently.
 - 4.3 Design techniques and practices for resolving differences and problems in a coaching relationships.
 - 4.4 Monitor coaching relationships according to institutional policies and procedures.
 - 4.5 Identify and acknowledge the positive contributions individuals make to coaching activities.
5. Review and report on coaching strategies
 - 5.1 Collect, analyse and report data on coaching outcomes at individual and group level in line with institutional context and needs.
 - 5.2 Identify and promote ongoing opportunities for coaching in accordance with individual and institutional context and needs.
 - 5.3 Evaluate coaching strategies, document findings and present recommendations for improvement to relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. Stakeholders:

- Professional coaches
- Lead team members
- Professional bodies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to research and review the need for and role of coaching within the institution.
2. How to establish a framework for coaching strategies based on the institutional context and needs.
3. Why it is important to determine roles, responsibilities and outcomes for key individuals involved in the coaching strategies.
4. How to develop timelines for coaching strategy implementation in consultation with stakeholders.
5. Why it is necessary to obtain support for coaching strategies in accordance with institutional policies and procedures.
6. Why it is important to plan coaching programmes and models to suit coaching strategies and the institution's employees and employer issues.
7. How to design induction and training requirements according to coaching strategies.
8. How to design tools and resources for coaches and trainees as agreed in the strategies.
9. How to analyse legal, regulatory and institutional compliance requirements for coaches.
10. How and why it is important to promote coaching programmes within the institution.
11. How to recruit and select coaches and trainees according to institutional policies.
12. How to establish tools, mechanisms and procedures for matching and managing the coach-trainee relationship.
13. Why it is important to induct, match and brief coaches and trainees about the coaching strategies.
14. Why it is important to confirm that coaching strategies are implemented consistently within work practices and operational requirements.
15. Why it is important to provide coaches with access to professional development and support necessary to carry out their role effectively and efficiently.
16. How to design techniques and practices for resolving differences and problems in coaching relationships.
17. Why it is important to monitor coaching relationships according to institutional policies and procedures.
18. How to identify and acknowledge positive contributions individuals make to coaching activities.
19. How to collect, analyse and report data on coaching outcomes at individual and group level, in line with institutional context and needs.
20. How to identify and promote ongoing opportunities for coaching in accordance with individual and institutional context and needs.
21. Why it is important to evaluate coaching strategies, document findings and present recommendations for improvement to relevant persons.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25504**Implement a mentoring programme**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to implement a mentoring programme. It involves input from stakeholders, developing tools and establishing criteria in which mentorship can take place. It also covers monitoring and evaluating the programme and providing feedback to relevant persons.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Plan a mentoring programme | <ul style="list-style-type: none"> 1.1 Determine the benefits of, and need for a mentoring programme within the institution. 1.2 Define the mentoring programme purpose and objectives according to institutional policies and guidelines. 1.3 Develop a mentoring programme plan with outcomes in consultation with key stakeholders. 1.4 Establish relevant management structures and wider support requirements for the programme. 1.5 Determine what mentoring programme modes and methods are relevant to the institution. 1.6 Determine the required methods and resources to record and report mentoring programme outcomes. |
| 2. Develop tools and materials to support a mentoring programme | <ul style="list-style-type: none"> 2.1 Develop a range of tools and resources appropriate to mentoring programme modes and methods. 2.2 Establish mentor and mentee selection criteria procedures and tools according to institutional policies and guidelines. 2.3 Establish formal requirements for the mentor-mentee relationship and communicate these requirements to all parties. |

- 2.4 Establish rules, procedures and requirements encompassing key accountabilities and responsibilities for the programme.
 - 2.5 Develop the means to report and collate outcomes from mentor–mentee relationship.
- 3. Coordinate the mentor and mentee relationship.
 - 3.1 Implement strategies for recruiting and accurately matching mentors with mentees.
 - 3.2 Induct mentors and mentees into programme according to institutional policies and guidelines.
 - 3.3 Confirm that required plans for personal growth are developed by mentors and mentees.
 - 3.4 Cultivate a rapport, mutual trust and teamwork in the mentoring relationship.
 - 3.5 Consider and address cultural differences and diversity issues in all mentor-mentee communication.
 - 3.6 Use data and reporting tools to monitor the mentor-mentee relationship, according to institutional policies and guidelines.
- 4. Evaluate the mentoring programme
 - 4.1 Complete mentoring, record-keeping and reporting requirements using agreed technology, reporting processes and procedures.
 - 4.2 Evaluate the mentoring programme against agreed outcomes and report through relevant management structures.
 - 4.3 Document improvement opportunities for future mentoring programmes based on programme evaluation.
 - 4.4 Provide feedback to relevant persons involved in the mentorship programme.

RANGE □ STATEMENT:

All range statements must be assessed:

1. Stakeholders:

- Mentors
- Head of centre
- Professional bodies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislative requirements for developing and implementing a mentoring programme in an institution.
2. How to determine the benefits of and need for a mentoring programme within the institution.
3. How to define the mentoring programme purpose and objectives according to institutional policies and guidelines
4. How to develop a mentoring programme plan with outcomes in consultation with key stakeholders.
5. Why it is important to establish relevant management structures and wider support requirements for the programme
6. How to determine what mentoring programme modes and methods are relevant to the institution.
7. How to determine the required methods and resources to record and report mentoring programme outcomes.
8. Why it is important to develop a range of tools and resources appropriate to mentoring programme modes and methods.
9. How to establish mentor and mentee selection criteria, procedures and tools according to institution's policies and guidelines.
10. How to establish the formal requirements for the mentor-mentee relationship and communicate these requirements to all parties.
11. Why it is important to establish rules, procedures and requirements encompassing key accountabilities and responsibilities for the programme.
12. How to develop the means to report and collate outcomes from the mentor-mentee relationship.
13. What are the implementation strategies for recruiting and accurately matching mentors with mentees.
14. How and why it is important to induct mentors and mentees into the programme according to institutional policies and guidelines.
15. How to confirm that the required plans for personal growth are developed by mentors and mentees.
16. How to cultivate rapport, mutual trust and teamwork in the mentoring relationship.
17. Why it is important to consider and address cultural differences and diversity issues in mentor-mentee communication.
18. How to use data and reporting tools to monitor mentor-mentee relationship, according to institution's policies and guidelines.
19. Why it is important to complete mentoring, record-keeping and reporting requirements using agreed technology, reporting processes and procedures.

20. How to evaluate the mentoring programme against agreed outcomes and report through relevant management structures.
21. How to document improvement opportunities for future mentoring programmes based on programme evaluation.
22. Why it is necessary to provide feedback to relevant persons involved in the mentorship programme.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Projects

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25604

Respond to loss, grief and trauma

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide a therapeutic response to expressions of grief, loss and trauma.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| <p>1. Identify the effects of loss, grief and trauma</p> | <p>1.1 Clarify the impact of specific loss, grief and trauma at the individual, family and community level.</p> <p>1.2 Take account of the historical impact of loss, grief and trauma on specific groups.</p> <p>1.3 Identify cultural expressions of loss and grief.</p> <p>1.4 Detect and respect specific approaches and responses of individuals, families and communities to loss, grief and trauma.</p> <p>1.5 Identify the effects of stress on individuals and communities in relation to experiences of loss, grief and trauma including trans-generational trauma and grief.</p> <p>1.6 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels.</p> <p>1.7 Communicate strategies and options to individual clients and refer where relevant and appropriate.</p> |
| <p>2. Provide a healing response to loss, grief and trauma</p> | <p>2.1 Determine a healing response to loss, grief and trauma appropriate to the needs of each situation and the individuals involved.</p> <p>2.2 Provide support and resources to assist individuals and families to deal with their loss, grief and trauma.</p> <p>2.3 Provide timely referral to support ongoing healing to the individual’s needs.</p> |

- 2.4 Maintain duty of care, confidentiality and cultural protocols according to institutional policies and procedures.
- 3. Manage your stress in the work role
 - 3.1 Monitor your stress levels in relation to working in the area of loss, grief and trauma, including trans-generational trauma and grief
 - 3.2 Use appropriate stress management strategies to manage your stress.
 - 3.3 Consult team members or **others** for social and emotional support.

RANGE STATEMENT

All range statements must be assessed:

1. Others:

- Social worker
- Mental health workers
- Head of institution
- Religious leaders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the institutional rules and guidelines for providing loss, grief and trauma counselling to individuals and families.
2. What are the necessary qualifications and experience for employees to provide loss, grief and trauma support and guidance to individuals and families.
3. What are the various theories associated with loss, grief and trauma.
4. Why it is necessary to clarify the impact of specific loss, grief and trauma at the individual, family and community level and how to do so.
5. Why it is important to take into account the historical impact of loss, grief and trauma on all persons.
6. How to identify culturally appropriate expressions of loss and grief.
7. How and why it is important to identify and respect specific approaches and responses of individuals, families and communities to loss, grief and trauma.
8. How to identify culturally appropriate strategies for responding to stress at the community, family and individual level.
9. How to communicate strategies and options to individual clients and refer, where relevant and appropriate.
10. Why it is important to determine a healing response to loss, grief and trauma appropriate to the needs of each situation and the individuals involved and how to do so.
11. How to provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and trauma.
12. How to provide timely referral to support ongoing healing in line with the needs of the situation and individuals involved.
13. What is duty of care.
14. How and why it is important to maintain duty of care, confidentiality and cultural protocols.
15. Why it is important to monitor your stress level in relation to working in the area of loss, grief and trauma, including trans-generational trauma and grief and how to do so.
16. What are the available stress management strategies to manage your stress.
17. Why it is important to consult relevant team members or other professionals for social and emotional support and what are the institutional policies and procedures for doing so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA25704

Provide advocacy and representation services

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to formally represent the interests of service users. Representation will include the development of community representatives and industry participative roles and positions in influencing policy, processes and decision-making forums.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Establish the representative role and process | 1.1 Determine role, processes and conditions of representation in consultation with individuals and key groups. |
| | 1.2 Identify and seek the support of key people and develop strategic alliances. |
| | 1.3 Implement and control requirements for reporting, accountability and evaluation, according to legislation. |
| 2. Represent the interests of the client or group | 2.1 Identify relevant interests and concerns to pursue in accordance with educational objectives and priorities. |
| | 2.2 Undertake work to provide a framework for pursuing promotion of relevant interests. |
| | 2.3 Create and respond to opportunities to reflect, promote and represent identified interests. |
| | 2.4 Determine the potential impact developments and decisions will have on objectives and priorities and how success will be measured |
| | 2.5 Provide progress and other reports including feedback to key personnel according to educational requirements. |
| 3. Negotiate outcomes and liaise with key persons | 3.1 Communicate and promote purpose and objectives. |

- 3.2 Promote and facilitate collaborative planning and action.
- 3.3 Identify potential areas of conflict and implement strategies to address issues.
- 3.4 Undertake work with organising committees and board of management to maximise effectiveness.

RANGE STATEMENT

All range statements must be assessed:

1. Key personnel:

- Head of institution
- Relevant agencies
- Relevant authorities
- Relevant family members and advocates

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legal requirements for advocating in your sector.
2. Which national institution governs policy and makes provision for educators advocating for children and family rights.
3. How to determine the roles, processes and conditions of representation in consultation with individuals and key groups.
4. How to identify and seek the support of key persons and develop strategic alliances.
5. Why it is important to implement and control the requirements for reporting, accountability and evaluation, according to legislation.
6. How to identify relevant interests and concerns to pursue in accordance with education objectives and priorities.
7. How to undertake work to provide a framework for pursuing the promotion of relevant interests.
8. How to create and respond to opportunities to reflect, promote and represent identified interests.
9. Why it is important to determine the potential impact developments and decisions will have on objectives and priorities and how success will be measured.
10. How to provide progress and other reports including feedback to key people according to educational requirements.
11. What is the reason for communicating and promoting the purpose and objectives to others.
12. How to promote and facilitate collaborative planning and action.
13. How to identify potential areas of conflict and implement strategies to address issues.
14. Why it is necessary to undertake work with organising committees and board of management to maximise effectiveness.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Projects and products of work
- Videos and photographs

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements and simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate’s performance. They are particularly appropriate in determining the level of a candidate’s underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process)