Technical and Vocational Education and Training (TVET) Council

Occupational Standards
of Competence

Public Sector Administration

Level 2

Hastings House West, Balmoral Gap, Christ Church, Barbados

Telephone: (246) 435-3096   Fax: (246) 429 2060   E-mail: office@tvetcouncil.com.bb.

Technical and Vocational Education and Training (TVET) Council
Version 1.0 June 2017

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document:

Qualification Overview

NVQB

in

Public Sector Administration

Level 2

NVQB in Public Sector Administration - Level 2

Qualification Overview

This qualification is designed to provide training, assessment and recognized certification for persons employed or seeking employment in the Public Sector. The occupational standard was developed based on the draft competency framework for Barbados which is designed to support the aims of the Office for Public Sector Reform and the Civil Service, to assist in the operation of the Personnel Administration and the Training Administration Divisions and the Civil Service in general.

The standard, based on the framework, serves to inform the recruitment and career progression of civil servants and assist in the implementation of the Performance Review and Development System (PRDS) and the proposed 360-degree appraisal system.

Who is the qualification for?

This qualification is aimed at persons who possess entry level knowledge and skills. The competencies are for persons who are likely to be executing the following duties:

- planning and managing their daily routines
- contributing to the achievement of departmental goals
- utilizing resources to achieve value for money.

Candidates should be familiar with the basic skills for the roles identified under these bands and have the basic knowledge to execute primary tasks.

Jobs within the occupational area

Relevant occupations include:

- Receptionists
- Clerical Officers
- Senior Clerks

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

A06202 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

PUBLIC SECTOR ADMINISTRATION – LEVEL 2

To achieve the full qualification, candidates must complete seven (7) mandatory units in total.

Mandatory units (all must be completed)	**Code**

1. Manage yourself in the public sector   **U95202**

    1.1   Identify personal and work objectives
    1.2   Establish and implement a development plan
    1.3   Review personal and professional progress

2. Deliver quality service in the public sector   **U95302**

    2.1   Identify client needs
    2.2   Deliver timely and quality service
    2.3   Review and follow-up on service delivery

3. Communicate with others in the public sector   **U95402**

    3.1   Gather, convey and receive instructions, information and ideas
    3.2   Carry out face-to-face routine communication
    3.3   Communicate and follow work instructions
    3.4   Draft routine correspondence
    3.5   Participate in group discussions and meetings to achieve work outcomes
    3.6   Communicate with clients
    3.7   Identify and use methods of communication

4. Utilize change management procedures in the public sector   **U95502**

    4.1   Support change processes
    4.2   Establish change implementation plan
    4.3   Review change implementation plan activities
    4.4   Respond to change emergencies

5. Utilize resources to achieve value for money in the public sector   **U95602**

    5.1   Establish and confirm resources
    5.2   Manage resources

Qualification Overview

Mandatory Units (All must be completed)	**Code**

6.   Develop and maintain productive working relationships with colleagues in the public sector   **U95702**

    6.1   Establish professional relationships with colleagues
    6.2   Work with colleagues
    6.3   Manage conflict with colleagues

7.   Comply with legal, regulatory and ethical requirements in the public sector   **U95802**

    7.1   Identify legal, regulatory and ethical requirements
    7.2   Comply with legal, regulatory and ethical requirements

U95202 **Manage yourself in the public sector**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to manage yourself through identifying personal and work objectives, establishing and implementing a personal development plan and to review your personal and professional progress through feedback.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify personal and work objectives	1.1 Identify and agree on requirements of own work-role with those to whom you report, taking departmental and ministerial strategic goals into consideration.
	1.2 Identify and agree on personal work objectives with those to whom you report and confirm how the progress of work will be measured.
	1.3 Identify gaps between the requirements of own work-role and current knowledge, skills and attitudes.
2. Establish and implement a development plan	2.1 Discuss and agree on a development plan to address identified gaps in current knowledge, skills and attitudes in collaboration with those to whom you report and other relevant persons in authority.
	2.2 Undertake and discuss agreed activities identified in the development plan and how they have contributed to your own performance, with those to whom you report.
3. Review personal and professional progress	3.1 Obtain regular feedback on your own performance from **relevant persons.**
	3.2 Discuss and agree on changes to personal work objectives and development plan with those to whom you report, considering performance, feedback received, development activities undertaken and any wider changes.

3.3   Review the use of your time on a **regular basis** and identify possible areas for improvement.

3.4   Review your own performance to confirm it consistently meets or goes beyond agreed requirements and is aligned with departmental and ministerial goals.

Technical and Vocational Education and Training (TVET) Council
Version 1.0 June 2017

RANGE STATEMENT

All range statements must be assessed:

1. **Regular basis:**

    - Quarterly
    - Monthly
    - Bi-annually
    - Yearly

2. **Relevant persons:**

    - Supervisors
    - Managers
    - Team Leaders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify the requirements of your work role.

2. How to identify and agree on personal work roles.

3. How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

4. How to measure progress.

5. How to identify development needs to address any identified gaps between the requirements of own work-role and your current knowledge, skills and attitudes.

6. What are effective development activities which can be undertaken to address identified gaps in knowledge, skills and attitudes.

7. What is effective time management.

8. How to apply time management techniques to your own role.

9. What are the development activities that can be undertaken to address identified gaps in knowledge, skills and attitudes.

10. How to identify which development activities have contributed to your performance.

11. How to obtain and make effective use of feedback on your performance.

12. How to update work objectives and development plans considering performance, feedback received, development activities undertaken and any wider changes.

13. How to record the use of your time and identify possible improvements.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U95302   Delivery quality service in the public sector

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to deliver timely, efficient and quality service to both internal and external customers within the public service. It applies to all individuals operating in the Public Sector.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify client needs	1.1 Utilize appropriate **interpersonal skills** to ensure customers' needs are accurately identified.
	1.2 Discuss **clients'** requests in an articulate, easy to understand manner and respond to all requests promptly and accurately according to departmental or ministerial procedures.
	1.3 Assess **clients'** needs to identify priorities for service delivery.
	1.4 Provide **clients** with information about available options for meeting their needs and assist in identifying their preferred options.
	1.5 Identify personal limitations in addressing **clients'** needs and, where appropriate, seek assistance from designated persons.
2. Deliver timely and quality service	2.1 Discuss and agree on realistic commitments with **clients** regarding product and service delivery according to departmental or ministerial requirements.
	2.2 Inform **clients** of challenges or the inability to meet **quality service** delivery requirements in a timely manner.
	2.3 Identify adjustments in **clients'** needs or expectations.

Page 13 of 48

	2.4	Adjust own **service** delivery to meet adjusted **clients'** needs in a timely manner in accordance with departmental and/or ministerial requirements.
	2.5	Satisfy **clients'** needs/requests in accordance with departmental or ministerial timeframes.
	2.6	Transfer **clients'** requests and needs outside of own area of responsibility to the relevant department, ministry or individual and promptly inform the **client** on the progress of service delivery.
3. Review and follow-up on service delivery	3.1	Review **the service** delivery timeframe against departmental or ministerial standards.
	3.2	Identify areas of **service** delivery improvement and discuss suggested improvements with those to whom you report.
	3.3	Share relevant agreed improvements with colleagues to maintain departmental or ministerial standards.

Technical and Vocational Education and Training (TVET) Council
Version 1.0 June 2017

RANGE STATEMENT

All range statements must be assessed:

1. **Interpersonal skills:**

   - Using appropriate body language
   - Summarizing and paraphrasing to check understanding of customer's message
   - Providing an opportunity for the customer to confirm his/her request
   - Seeking feedback from the customer to confirm understanding of needs
   - Questioning to clarify and confirm the customer's needs
   - Listening actively while the customer is communicating

2. **Clients:**

   - Internal
   - External

3. **Quality service:**

   - Building rapport
   - Keeping promises
   - Keeping the customer informed
   - Doing it right the first time
   - Owning the customer's request

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify client needs.

2. How to use interpersonal skills in identifying client needs.

3. How to discuss and respond to client needs.

4. What is the departmental or ministerial structure.

5. What are the products and services offered by your department/ministry.

6. How external ministries and departments impact service delivery.

7. What are the strategies for excellent customer service.

8. What are the departmental/ministerial policies and procedures for customer service including handling customer complaints.

9. What are customer feedback mechanisms.

10. What are customer special needs.

11. What are the departmental culture and values.

12. What are departmental goals and standards for service delivery.

13. What are the departmental communication requirements.

14. How to access and use workplace information to positively impact service delivery.

15. How to utilize skills to identify customer needs.

16. How to deal with customer enquiries or complaints (problem solving skills).

17. How to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

18. What are service delivery techniques for resolving service issues.

19. What are the guidelines of your department/ministry that limit what you can do within your job.

20. What are the limits of your own authority and when do you need to seek agreement with or permission from others.

21. What are the organizational procedures and systems for delivering customer service.

22. What are the methods your department/ministry uses or might use to measure its effectiveness in delivering customer service.

23. What are the systems in place for checking service delivery.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U95402   **Communicate with others in the public sector**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to communicate in the workplace and applies to all individuals operating in the Public Sector.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Gather, convey and receive instructions, information and ideas	1.1	Obtain and respond to verbal or written instructions with correct actions.
		1.2	Collect information to assist in achieving work responsibilities from appropriate sources.
		1.3	Seek input from internal and external sources and utilize it to develop and refine new ideas and approaches.
		1.4	Provide accurate instructions and respond to work signage with correct action.
		1.5	Confirm that appropriate methods and equipment are being used to communicate ideas, instructions and information appropriate to the audience.
		1.6	Utilize effective listening and speaking skills in oral communication.
		1.7	Respond to instructions or enquiries promptly and in accordance with department or ministerial standards.
		1.8	Use questions to obtain additional information and clarification.

2.	Carry out face-to-face routine communication	2.1	Conduct communications in an open and professional manner.
		2.2	Use appropriate language to ensure effective two-way communication.
		2.3	Use active listening and questioning techniques to ensure effective two-way communication.
		2.4	Identify cultural and social differences and display sensitivity to differences when communicating.
		2.5	Identify potential and existing conflict and seek solutions in conjunction with involved parties.
3.	Communicate and follow work instructions	3.1	Provide and follow routine instructions, messages and schedules.
		3.2	Interpret workplace procedures accurately and carry them out according to procedures laid down by the department, ministry or supervisor.
		3.3	Provide suggestions and information relevant to the planning and conducting of work activities.
4.	Draft routine correspondence	4.1	Present written information and ideas in clear and concise language and in a manner that is easily understood by the recipient(s).
		4.2	Draft and present correspondence within designated timelines.
		4.3	Confirm that the presentation of written information meets organizational standards of style, format and accuracy.
5.	Participate in group discussions and meetings to achieve work outcomes	5.1	Participate in meetings or discussions in accordance with predetermined procedures.
		5.2	Interact with others to achieve constructive outcomes.

		5.3	Provide responses to others in the group.
		5.4	Provide constructive contributions in terms of the work process.
6.	Communicate with clients	6.1	Communicate with **clients** and colleagues in a polite, professional and friendly manner.
		6.2	Use language and tone appropriate to a given situation in both written and spoken communication.
		6.3	Use appropriate non-verbal communication in varying situations.
		6.4	Observe and respond to non-verbal communication of **clients** in the communication process.
		65	Display sensitivity to cultural and social differences when communicating with others.
		6.6	Identify potential and existing conflict and seek solutions in conjunction with the parties involved.
7.	Identify and use methods of communication	7.1	Identify the purpose of communication.
		7.2	Confirm method of communication in accordance with public sector policies and procedures.
		7.3	Format information clearly and accurately to suit chosen medium of communication.
		7.4	Seek feedback on effectiveness of communication medium.
		7.5	Review outcomes of communication and appropriately apply to future communication.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers:**

   - Internal
   - External

2. **Correspondence:**

   - Electronic
   - Hard copy

3. **Methods:**

   - Texting
   - Email
   - Letters
   - Meetings
   - Face-to-face

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the departmental/ministerial business structure, products and services.

2. What are the strategies for excellent customer service.

3. What are the departmental/ministerial policies and procedures for customer service including handling customer complaints.

4. What are customer feedback mechanisms.

5. What are customer special needs.

6. What are the departmental/ministerial policies, procedures and guidelines.

7. What are the departmental/ministerial culture and values.

8. What are the departmental/ministerial goals and standards.

9. What are the business operations and processes.

10. What are the legislative requirements regarding communication.

11. How to access and use workplace information.

12. How to utilize skills to identify customer needs.

13. How to deal with customer enquires or complaints (problem solving skills).

14. How to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

15. How to articulate departmental/ministerial products and services.

16. How to employ questioning and active listening skills to clarify information.

17. How to apply customer service skills to satisfy customer requirements.

18. How to apply customer service skills to achieve customer satisfaction.

19. Why it is important to identify the purpose of communication and the audience.

20. What are the methods of communication and situations in which to use them.

21. How to use language appropriate to the audience, the chosen communication method and the purpose of communication.

22. How to organize, structure and present information.

23. How to seek feedback on the effectiveness of the communication method.

24. What is the value of reviewing communication outcomes and how to apply them to develop future communication.

25. What are conflict resolution techniques.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U95502   **Utilize change management procedures in the public sector**

Unit Descriptor: This unit deals with the knowledge, skills and attitudes required to confirm and use change management procedures in the public sector. It also focuses on identifying mechanisms for responding to and handling change as a part of own work role.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Support change processes	1.1	Identify and agree on change processes with those in authority and confirm how you will measure progress.
		1.2	Identify the differences between current and new processes.
2.	Establish change implementation plan	2.1	Discuss and agree on change implementation with those to whom you report.
		2.2	Explore and discuss new **technologies** and procedures to assist in change implementation in own role.
		2.3	Confirm **technologies** and procedures being utilized in the change implementation plan with those to whom you report.
		2.4	Undertake and discuss activities, use of technologies and procedures identified in your change implementation plan with those to whom you report to assess how they have contributed to the overall change process.
3.	Review change implementation plan activities	3.1	Seek feedback on your change activities from those to whom you report.
		3.2	Review change activities against agreed progress measurements.
		3.3	Identify possible improvements to apply to change activities.

Page 25 of 48

		3.4	Discuss and agree on challenges and improvements to your change implementation plan with those to whom you report, considering performance, feedback received, change activities undertaken and any wider changes.
4.	Respond to change emergencies	4.1	Identify and respond to **immediate** change requirements in own role.
		4.2	Adapt and make **immediate** changes to the work routine to support positive outcomes.
		4.3	Discuss challenges with immediate change requirements with those to whom you report.
		4.4	Agree on improvements and suggestions to urgent or immediate change requirements with those to whom you report.

RANGE STATEMENT

All range statements must be assessed:

1. **Technologies:**

   - Electronic systems
   - Manual systems

Technical and Vocational Education and Training (TVET) Council
Version 1.0 June 2017

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the importance of change and the pace of change in the public sector.

2. What is your role in change processes and implementation.

3. What are the different types of change implementation plans.

4. How to measure change processes.

5. How to identify the difference between current processes and new processes/procedures.

6. What are the types of support mechanisms people need during change processes.

7. What are the types of change (immediate, short-term, long-term).

8. How to identify whether/how change processes have contributed positively to your role.

9. How to get and make effective use of feedback on your change activities.

10. How to get and make effective use of feedback on your change implementation plan.

11. How to update work objectives and development plans considering change-activity related feedback.

12. How to constructively provide recommendations and suggestions on change processes/implementation plans.

13. What are the type of difficulties associated with organizational change.

14. How to effectively respond to immediate/urgent change.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U95602   **Utilize resources to achieve value for money in the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required for candidates to manage the resources used in carrying out their role to achieve value for money in the public sector.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Establish and confirm resources	1.1	Identify and confirm resources required for work activities with **relevant persons**.
	1.2	Obtain confirmed resources using agreed authorization procedures from superiors.
	1.3	Discuss and agree on resource allocations with your superiors.
	1.4	Review resource allocations and confirm improvements to reduce inefficiencies with superiors.
2. Manage resources	2.1	Carry our work activities using allocated resources according to approved public sector, departmental and ministerial policies.
	2.2	Monitor the use of resources at established department and/or ministerial meetings during work activities.
	2.3	Manage resources to ensure that they are sufficient to complete work activities consistent with the quality of service delivery.
	2.4	Record and report the usage of resources to superiors in accordance with established departmental and ministerial procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Resources:**

   - Materials e.g. physical materials such as paper, cleaning items, chemicals
   - Machinery and equipment e.g. use of vehicles, use of technology
   - Manpower e.g. time allocated for work activities, intellectual resources

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to confirm required resources for work activities with superiors.

2. What are the agreed authorization procedures.

3. What are the uses of resource allocations and why they are important.

4. Why it is important to monitor resource utilization plans.

5. What are the public sector procedures for resource management and where they are located.

6. Why it is important to reduce wastage of resources and how to do so.

7. How to monitor resource usage.

8. Why cost-effectiveness of resource usage is important.

9. Why it is important to obtain authorization for resource collection/purchasing at this level.

10. Why it is important to review resource allocation and utilization plans.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

| U95702 | **Develop and maintain productive working relationships with colleagues in the public sector** |

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to develop and maintain productive working relationships with colleagues in terms of supporting and executing your own work and that of the overall public sector. Colleagues refers to the persons with whom you are expected to work, whether they are at a similar position or other positions within your own department or ministry or external departments and ministries.

| **ELEMENT** | **PERFORMANCE CRITERIA** |

To be competent you must achieve the following:

1. Establish professional relationships with colleagues

    1.1 Establish working relationships with colleagues who are relevant to carrying out work activities.

    1.2 Identify and accept the roles and responsibilities of colleagues.

    1.3 Confirm and respect priorities, expectations and the authority of colleagues in decision making and when taking action.

2. Work with colleagues

    2.1 Adapt your own role and responsibilities to assist colleagues according to instructions and confirmation by supervisors and other relevant persons in authority.

    2.2 Share information and resources with colleagues to ensure the effective completion of work assigned.

    2.3 Take responsibility for your own work and fulfill established agreements with colleagues.

    2.4 Advise colleagues promptly of difficulties or where it may be impossible to fulfill agreements.

3.	Manage conflict with colleagues	3.1. Identify conflicts of interest and disagreements with colleagues and resolve to maximize the quantity of work execution within the limits of your own authority.
		3.2 Identify and confirm measures to be used to address conflicts of interest and areas of disagreements according to departmental or ministerial procedures.
		3.3 Work with others to resolve identified areas of conflicts of interests and disagreements and document the measures implemented.
		3.4 Provide and seek feedback to and from colleagues on performance to identify areas for improvement.

RANGE STATEMENT

All range statements must be assessed:

1. **Colleagues:**

    *   Managers/supervisors
    *   Work colleagues

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to establish and maintain productive working relationships with colleagues.

2. How to identify and agree on the roles and responsibilities of colleagues and the importance of respecting these.

3. How to confirm and respect priorities, expectations and the authority of colleagues when making decisions and taking action.

4. What are the benefits to developing productive working relationships with colleagues.

5. What are the principles of effective communication and how to apply them in communicating with colleagues.

6. How to identify disagreements with colleagues.

7. What are the types of conflict resolution techniques and how to apply them to sorting disagreements with colleagues.

8. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.

9. What is the importance of exchanging information and resources with colleagues.

10. How to get and make use of feedback on your performance from colleagues.

11. How to provide colleagues with useful feedback on their performance.

12. How to present information clearly, concisely and accurately to promote understanding.

13. Why it is important to make time available to support colleagues.

14. What are unreasonable requests from colleagues.

15. How to refuse requests in a professional manner.

16. What is the importance of communicating in a timely manner.

17. Why it is important to show respect for the views and actions of others.

18. What is the importance of distinguishing between personal and professional relationships.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U95802   **Comply with legal, regulatory and ethical requirements in the public sector**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to ensure that the legal, regulatory and ethical requirements which impact upon your role and responsibilities are adhered to. It includes keeping up to date with relevant current legislation and codes of practice and applying the requirements to your own work and area of responsibility.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify legal, regulatory and ethical requirements

    1.1 Identify relevant **legal, regulatory and ethical** requirements that impact your area of work and the consequences of breaching them.

    1.2 Identify reasons for potential non-fulfillment of requirements and where relevant, submit recommendations to those in authority regarding possible adjustments to enhance **policies and procedures** to reduce the likelihood of not fulfilling requirements.

    1.3 Monitor work with which you are involved for any breaches of compliance with **regulatory requirements.**

    1.4 Identify breaches with legal, regulatory and ethical requirements accurately, report according to departmental or ministerial procedures and address them promptly and correctly within the limits of your own authority.

    1.5 Report and refer breaches with regulatory requirements that cannot be addressed within own limits of authority to appropriate persons for rectification.

2. Comply with legal, regulatory and ethical requirements

    2.1 Confirm and follow policies and procedures to meet departmental and ministerial procedures.

Page 39 of 48

2.2   Take action to ensure your work meets relevant legal, regulatory and ethical requirements.

2.3   Provide reports about any non-compliance to meet requirements to relevant persons and to those in authority.

2.4   Contribute to and participate in activities that seek to address non-compliance and record the outcomes.

RANGE STATEMENT

All range statements must be assessed:

1. **Legal, regulatory and ethical requirements:**

    - Public Sector General Orders
    - Occupational safety and health
    - Financial Orders
    - Codes of Conduct

2. **Policies and procedures:**

    - Departmental
    - Ministerial

3. **Reports:**

    - Verbal
    - Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify the legal, regulatory and ethical requirements that impact your area of work and the consequences of breaching them.

2. What is the importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so.

3. What are the policies and procedures that are intended to ensure individuals meet the established requirements.

4. What are the procedures within the department/ministry for reporting any breaches of requirements.

5. What are the legal, regulatory and operational requirements impacting upon your work activities.

6. What are the ways in which colleagues may not meet requirements and what are the risks for your role.

7. What are the reporting requirements for your department or ministry for logging where requirements have not been met.

8. What is the importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so.

9. What are the policies and procedures that are intended to make sure that people meet the established requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** 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 **must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

Level 2 — Glossary of Terms

Assessment methods

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

Assessors

The Assessor's role is determined 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

Organization/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:

Recognizes 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:

Recognizes 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:

Recognizes 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:

Recognizes 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:

Recognizes 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

Within each approved Centre offering NVQs, there is a centre contact who 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.

Level 2 Glossary of Terms

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, simulation (see note in glossary).

Underpinning knowledge

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

Level 2	Glossary of Terms

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.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a 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 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).