



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Public Sector Administration

Level 3

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Qualification Overview

NVQB

in

Public Sector Administration

Level 3

NVQB in Public Sector Administration - Level 3

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 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 intermediary and/or supervisory knowledge and skills. The competencies are for persons who are likely to be executing the following duties:

- developing team members
- planning and executing change
- managing resources
- applying knowledge management procedures.

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

Jobs within the occupational area

Relevant occupations include:

- Personnel Officers
- Executive Secretaries
- Accountants

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

<u>Mandatory units (all must be completed)</u>	<u>Code</u>
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. Encourage and develop team work in the public sector	U95903
2.1 Encourage and develop team work	
2.2 Support persons within own area of responsibility	
2.3 Resolve team conflicts	
3. Apply knowledge management procedures in the public sector	U96003
3.1 Identify and implement knowledge management standards and systems	
3.2 Monitor use of knowledge management systems	
4. Plan, implement and manage change in the public sector	U96103
4.1 Plan change	
4.2 Implement and manage change	
5. Manage resources to achieve value for money in the public sector	U96203
5.1 Identify and confirm resources	
5.2 Monitor resources and review processes	
6. Utilize change management procedures in the public sector	U95502
6.1 Support change processes	
6.2 Establish change implementation plan	
6.3 Review change implementation plan activities	
6.4 Respond to change emergencies	
7. Communicate with others in the public sector	U95402
7.1 Gather, convey and receive instructions, information and ideas	
7.2 Carry out face-to-face routine communication	
7.3 Communicate and follow work instructions	
7.4 Draft routine correspondence	

NVQ in Public Sector Administration Level 3 cont'd

Qualification Overview

Mandatory Units (All must be completed)

	<u>Code</u>	
7.5	Participate in group discussions and meetings to achieve work outcomes	
7.6	Communicate with clients	
7.7	Identify and use methods of communication	
8.	Comply with legal, regulatory and ethical requirements in the public sector	U95802
8.1	Identify legal, regulatory and ethical requirements	
8.2	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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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.

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.

U95903**Encourage and develop team work in the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide direction to persons, whilst motivating and supporting them to achieve the vision and objectives for a defined area. The unit also deals with working to resolve conflicts within teams.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Encourage and develop team work | 1.2 | Communicate the shared vision and values of the ministry (or public sector) to relevant persons. |
| | | 1.3 | Communicate the link between the vision, objectives, and operational plans of own area of responsibility and those of the overall ministry (or public sector) to persons within own area of responsibility. |
| | | 1.4 | Support your team members successfully through difficulties, challenges, and times of crisis. |
| | | 1.5 | Develop and use a range of leadership styles appropriately in situations and when dealing with others. |
| | | 1.6 | Motivate persons in your team to present ideas and provide them with feedback to confirm that they are heard and understood. |
| 2. | Support persons within own area of responsibility | 2.1 | Encourage persons within your team to identify and take responsibility for their own development needs. |
| | | 2.2 | Provide persons in your team with support, advice and guidance when they need it, especially during periods of setback and change. |
| | | 2.3 | Encourage persons in your team to take the lead in their own area of responsibility when they have the knowledge and expertise and to show a willingness to accept leadership. |

- 2.4 Gain the trust and support of persons across the ministry (or public sector) and key stakeholders through your own behavior.
- 2.5 Provide equal opportunities for team members.
- 2.6 Seek feedback regularly on your own performance from key stakeholders and persons within your team.
- 3. Resolve team conflicts
 - 3.1 Identify team difficulties and challenges including conflict, diversity and inclusion issues within the team.
 - 3.2 Support the team through difficulties and challenges including conflict, diversity and inclusion issues within the team.
 - 3.3 Refer difficulties outside of your own scope of responsibility to relevant persons in authority.

RANGE STATEMENT

All range statements must be assessed:

1. Communicate:

- Orally
- In writing
- Electronically

2. Leadership styles:

- Collaborative
- Democratic
- Coaching
- Affiliated
- Autocratic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Who are the individuals within your own area of responsibility, their roles, responsibilities, competencies and potential.
2. How to motivate individuals.
3. What are your own values, motivations and emotions.
4. What are your strengths and limitations in the leadership role.
5. What are your role, responsibilities and level of authority.
6. How to engage persons within your own area of responsibility, across the organization and other stakeholders in defining the organization's direction and obtain commitment to achieving results.
7. What are the differences between managing and leading.
8. What are the vision, objectives and culture of the overall organization.
9. How to communicate the shared visions and values of the ministry or public sector to relevant persons.
10. How to communicate the link between the vision, objectives and operational plans of your own area of responsibility and those of the overall ministry (or public sector) to persons within own area of responsibility.
11. What are the vision, objectives, culture and operational plans for your own area of responsibility.
12. What are organizational values and why these are important.
13. What are the different leadership styles and how to select and apply these to different situations and persons.
14. What are the different leadership styles used across the organization.
15. What are the different techniques and methods for communicating with persons across the organization and how these should be applied.
16. How to select and successfully apply different methods for communicating with persons across your own area of responsibility.
17. How to obtain and make use of feedback from persons on your own leadership performance.
18. What are the strengths, limitations and potential of the persons with whom you work.
19. What are the types of difficulties and challenges that may arise and ways of identifying and addressing them.
20. How to support and nurture a culture which encourages and recognizes creativity and innovation.
21. Why it is important to encourage others to take the lead and the ways in which this can be achieved.

22. How to select and successfully apply different methods for encouraging, motivating and supporting persons and recognizing achievement.
23. What types of support and advice persons are likely to need and how to respond to them.
24. What are the different types of conflict and how to identify them.
25. How to identify team challenges, conflict or difficulties and how to resolve them.
26. What are the principles of equal opportunities and how to implement them.
27. How to identify knowledge and skill gaps in team members.
28. Why it is important to identify and recommend personal and team training needs to superiors.

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.

U96003**Apply knowledge management procedures in the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage knowledge, salient information and expertise in your area of responsibility in line with agreed standards and processes. It involves being clear about how knowledge is created, developed and shared and encouraging individuals to use knowledge management standards, systems, tools and processes so that knowledge is effectively captured and shared with those who may benefit from it.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Identify and implement knowledge management standards and systems | <ul style="list-style-type: none"> 1.1 Identify where key knowledge is created, developed and shared in your area of responsibility and how it is exchanged with other departments or ministries. 1.2 Identify and access standards, systems and other sources of knowledge relevant to your area of responsibility. 1.3 Utilize agreed standards and processes that support knowledge creation, development and sharing and capture and ensure that valuable knowledge is recorded. 1.4 Provide support and guidance to team members and confirm effective use of knowledge management systems and tools effectively. |
| 2. Monitor use of knowledge management systems | <ul style="list-style-type: none"> 2.1 Identify where work practices and behaviours hinder effective knowledge management and recommend any changes required. 2.2 Monitor the use of knowledge management standards, systems, tools and processes in your area of responsibility and effectively capture the knowledge developed through individual and group work activities. 2.3 Allow access to captured knowledge to those who may benefit from its use. 2.4 Encourage individuals to share appropriate knowledge and use knowledge management standards, systems, tools and processes. |

RANGE STATEMENT

All range statements must be assessed:

No range items

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify individual's information needs.
2. How to listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3. How to identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.
4. How to present information clearly, concisely, accurately and in ways that promote understanding.
5. How to analyze and structure information to develop knowledge that can be shared.
6. How to comply with, and ensure others comply with, legal requirements, industry regulations, organizational policies and professional codes.
7. How to develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
8. What are the basic knowledge management principles, techniques and good practice.
9. What type of support and guidance persons may need to use knowledge management systems and tools effectively.
10. How to identify when work practice or behaviours may help or hinder effective knowledge management.
11. How to encourage persons to share knowledge and use knowledge management standards, systems, tools and processes.
12. How to ensure that knowledge developed through individual and group work activities is effectively captured.
13. How to determine confidential information and public information and the importance of identifying and sharing the information accordingly.

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.

U96103

Plan, implement and manage change in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop and put into practice the plans to change processes, systems, structures, roles and culture within the work environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------|--|
| 1. Plan change | 1.1 Engage appropriate personnel within the organization and other key stakeholders in the planning process. |
| | 1.2 Identify the processes, systems, structures, roles and cultures that need to be changed with key stakeholders . |
| | 1.3 Evaluate gaps between the current state and required future state of the department or ministry. |
| | 1.4 Identify and evaluate obstacles to change. |
| | 1.5 Evaluate the criteria against which the change process should be undertaken and confirm with key stakeholders. |
| | 1.6 Identify the roles and responsibilities of all those involved in the change and confirm how the change will affect them. |
| | 1.7 Identify and recommend required training and support for those involved in change. |
| | 1.8 Identify and arrange the continuity of business activities during the period of change. |
| | 1.9 Evaluate the risks associated with identified change and establish and recommend contingency arrangements. |
| | 1.10 Monitor the progress against the identified criteria and in accordance with guidelines from superiors. |

- 1.11 Develop a **communication** strategy to keep persons informed about progress and allow them to provide feedback inclusive of cost, process and other change elements.
- 1.12 Identify people-related issues and take into account their role in planning the change management process.
2. Implement and manage change
 - 2.1 Engage and discuss with the appropriate personnel within the department or ministry and other key stakeholders early in the process to achieve buy-in in implementing change.
 - 2.2 Implement plans for change in line with agreed timescales and available resources.
 - 2.3 Delegate responsibilities to competent persons in keeping with the plan.
 - 2.4 Implement contingency plans or take appropriate alternative actions in the event of risks materializing.
 - 2.5 Identify, evaluate and resolve problems or obstacles that arise during the change process.
 - 2.6 Gain the trust and support of persons across the department or ministry and key stakeholders through own behavior.
 - 2.7 Monitor the progress of plans and take appropriate action in response to significant variances.
 - 2.8 Communicate progress to teams and individuals and create opportunities for them to provide feedback.
 - 2.9 Provide recognition to teams and individuals who achieve results.
 - 2.10 Confirm that change is effective and meets the requirements of the department or ministry.

RANGE STATEMENT

All range statements must be assessed:

1. Stakeholders:

- Internal to the department or ministry
- External to the department or ministry

2. Communication:

- Oral
- Non-verbal
- Media (visual presentation)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to engage employees and stakeholders in planning and implementing change.
2. What are the main models and methods for managing change effectively and their strengths and weaknesses.
3. What are effective planning techniques.
4. What is the theory and understanding of terms, including an understanding of team-building techniques and how to apply them.
5. How to develop and gain consensus on criteria for evaluating the success of the change process.
6. How to assess the risks and benefits associated with strategies and plans.
7. What is the importance of contingency planning and how to do so effectively.
8. How to make critical decisions.
9. What is change and how does it impact people and the losses that they may incur.
10. What are the obstacles to change and the techniques that deal with these.
11. What are the adjustments that persons have to make to accept the effect of departmental or ministerial change.
12. What are the stakeholder expectations and how they influence the process.
13. What are the principles and methods of effective communication and how these should be applied.
14. What is current departmental position in the ministry compared with other departments, relevant to the change programme.
15. What is the range of information sources that are relevant to the public sector and related sectors, in which the department or ministry operates.
16. What are the current and emerging trends and developments in the public sector.
17. Who are the individuals within your own area of work and what are their roles, responsibilities, competencies and potential.
18. What is the vision for the future, the reasons for change, the risks and expected benefits.
19. What are the factors that need to be changed and the associated priorities and reasons.
20. What are the departmental or ministerial communication channels, both formal and informal.
21. What are the change management methods and framework used in the department or ministry.

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.

U96203

Manage resources to achieve value for money in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage the financial and physical resources required to carry out planned activities in your area of responsibility. It involves identifying the resources required, planning how they will be used effectively, efficiently, sustainably, safely and securely while monitoring resource use and taking corrective action, if required.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify and confirm resources | <ul style="list-style-type: none"> 1.1 Identify the range and quantity of required resources for the planned activities in your area of responsibility, including likely contingencies. 1.2 Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks for resource management. 1.3 Discuss and if appropriate, negotiate budgets and agree on provisional budgets with colleagues. 1.4 Identify sustainable physical resources and ensure their effectiveness and efficiency. 1.5 Make the business case for required resources, clearly showing the costs involved and the expected benefits. |
| 2. Monitor resources and review processes | <ul style="list-style-type: none"> 2.1 Establish systems to monitor and evaluate performance against budgets and the master budget and recommend contingency plans. 2.2 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant persons if required. |

- 2.3 Monitor and review performance of personnel within own area of responsibility and provide feedback to ensure efficient use of resources.
- 2.4 Agree on appropriate adjustments to planned activities, where the required resources cannot be obtained in full.
- 2.5 Take timely corrective action to deal with any significant discrepancies between actual and planned resource use.
- 2.6 Encourage colleagues in own area to think about and identify ways of reducing expenditure and cost savings, selecting and pursuing those ideas which have potential for implementation.
- 2.7 Review the financial performance and management of resources in your area, particularly in relation to achievement of the stated objectives and identify improvements for the future.

RANGE STATEMENT

All range statements must be assessed:

1. Resources:

- Physical
- Human
- Financial

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to involve those who use resources in identifying, planning and monitoring resources, and how to do so.
2. How to identify the range and calculate the quantity of resources required to carry out planned activities.
3. The importance of using sustainable resources and how to identify such resources and ensure their effectiveness and efficiency.
4. How to carry out a cost-benefit analysis.
5. How to make a business case.
6. How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.
7. How to make arrangements with suppliers to ensure resources are available when required.
8. What is the potential impact of resource use on the environment and actions you can take to minimize any adverse impact.
9. What are the risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.
10. What is the importance of monitoring the quality and use of resources continuously, and how to do so.
11. What are the types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use.
12. How to recognize changes in circumstances promptly and adjust plans and activities accordingly.
13. How to prioritize objectives and plan work to make the best use of time and resources.
14. How to accurately calculate risks, and make provisions so that unexpected events do not impede the achievement of objectives.
15. How to monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
16. How to make best the use of existing sources of information.
17. How to identify clearly the value and benefits to people of a proposed course of action.
18. How to present ideas and arguments convincingly for attaining resources.
19. What is the purpose of budgetary systems.

20. What is the importance of confirming financial responsibilities, including the limits of your authority, for your area with those to whom you report.
21. Where to get and how to evaluate the available financial information to prepare a realistic master budget for your area.
22. What is the importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
23. What is the importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
24. How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
25. How to establish systems to monitor and evaluate performance against budgets.
26. What is the importance of contingency plans and the type of contingencies you need to make.
27. What are the main causes of variances and how to identify them.
28. What different types of corrective action could be taken to address identified variances.
29. What is the importance of agreeing on revisions to the budget and communicating the changes.
30. What is the importance of providing regular information on the financial performance of your area to relevant people and what they might need to know.
31. What are the different types of fraudulent activities that may occur and how to identify them.
32. How to encourage colleagues to think about ways of reducing expenditure and increasing income.
33. How to review the financial performance of your area against the stated objectives.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

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(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 a change implementation plan 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. |

- 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

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 public sector 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.

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 service.

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 organizational 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 out according to procedures laid down by the organization 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.
 - 6.5 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 the method of communication in accordance with public service policies and procedures.
 - 7.3 Format information clearly and accurately to suit the chosen medium of communication.
 - 7.4 Seek feedback on the effectiveness of the communication medium.
 - 7.5 Review the 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:

- What are the departmental/ministerial business structure, products and services.
- What are the strategies for excellent customer services.
- What are the organization's policies and procedures for customer service including handling customer complaints.
- What are customer feedback mechanisms.
- What are customer special needs.
- What are the departmental/ministerial policies, procedures and guidelines.
- What are the departmental/ministerial culture and values.
- What are the departmental/ministerial goals and standards.
- What are the business operations and processes.
- What are the legislative requirements regarding communication.
- How to access and use workplace information.
- How to utilize skills to identify customer needs.
- How to deal with customer enquires or complaints (problem solving skills).
- How to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
- How to articulate departmental/ministerial products and services.
- How to employ questioning and active listening skills to clarify information.
- How to apply customer service skills to satisfy customer requirements.
- How to apply customer service skills to achieve customer satisfaction.
- What are the reasons for identifying the purpose of communication and the audience.
- What are the methods of communication and situations in which to use them.
- How to use language appropriate to the audience, the chosen communication method and the purpose of communication.
- How to organize, structure and present information.
- How to seek feedback on the effectiveness of the communication method.

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

What are the 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.

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 within the public sector. 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 them according to organizational 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. |
| | 2.2 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 service 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 and 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.

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

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 - Technical 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

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 are 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 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 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).