



**Occupational Standards
of Competence**

Public Sector Administration

Level 4

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Qualification Overview

NVQB

in

Public Sector Administration

Level 4

NVQ in Public Sector Administration - Level 4

Qualification Overview

This qualification is designed to provide training, assessment and recognized certification for persons involved in public sector administration at the level of senior management. 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. Candidates should be familiar with the skills and techniques of a public sector officer at this level and the principles of making decisions whilst thinking strategically, motivating others, managing change, managing knowledge, supporting the development and performance of self and others, building trust, providing business and financial information and adhering to legislation within the public sector.

Who is the qualification for?

This qualification is aimed at those who are responsible for the control of activities and the work output of a team and who have the ability and the opportunity to demonstrate recognizable management and leadership skills within the public sector environment.

Jobs within the occupational sector

Relevant jobs include:

- Administrative Officer
- Senior Administrative Officer
- Executive Officer

A06804APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

PUBLIC SECTOR ADMINISTRATION - LEVEL 4

To achieve the full qualification, candidates must complete nine (9) units.

<u>Mandatory Units (All must be completed)</u>	<u>CODE</u>
1. Contribute to the development of strategic plans in the public sector	U99904
1.1 Plan the strategy	
1.2 Participate in providing feedback	
1.3 Finalize and validate the strategic plan	
1.4 Implement the strategic plan	
1.5 Evaluate the strategic plan	
2. Motivate team members to work as a team in the public sector	UA00104
2.1 Facilitate commitment to objectives and required standards	
2.2 Develop and facilitate team cohesion	
2.3 Liaise with stakeholders	
2.4 Provide and receive feedback on team performance	
3. Plan and implement change in the public sector	UA00204
3.1 Plan change	
3.2 Implement change	
4. Manage information and knowledge management systems in the public sector	UA00304
4.1 Develop information and knowledge management systems	
4.2 Evaluate information and knowledge systems	
4.3 Monitor the information and knowledge management systems in own area of responsibility	
5. Support individuals' learning and development	U83804
5.1 Promote learning and development	
5.2 Support learning and development	
5.3 Monitor learning and development	
6. Communicate with others to build trust in the public sector	U00404
6.1 Communicate with co-workers, customers and external stakeholders	
6.2 Address communication needs	
6.3 Facilitate meetings	

- 7. Provide business and financial performance information in the public sector** **UA00504**
- 7.1 Analyze trends in business and financial performance
 - 7.2 Formulate a business plan
 - 7.3 Forecast estimates
 - 7.4 Implement and monitor business and financial performance
 - 7.5 Submit and distribute reports
- 8. Manage staff performance in the public sector** **UA00604**
- 8.1 Link performance activities to ministry/organizational goals
 - 8.2 Set performance standards and expectations
 - 8.3 Measure performance achievements
 - 8.4 Renegotiate performance, learning and development plans
 - 8.5 Document and analyze collected information relating to performance management
- 9. Adhere to legislation within the public service** **UA00704**
- 9.1 Comply with legislative requirements
 - 9.2 Encourage others to comply with legislative requirements
 - 9.3 Monitor compliance with legislative requirements

U99904

Contribute to the development of strategic plans in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to participate in the planning process and contribute to the development of strategic plans by engaging and delegating to others, monitoring progress and making adjustments along the way. It also includes evaluating the extent to which strategic objectives have been achieved, learning lessons, celebrating success and recognizing individuals' contributions.

The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and ministerial/department procedures of the public sector.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|---|
| 1. Plan the strategy | <ul style="list-style-type: none"> 1.1 Participate in the planning activities and clarify the roles of persons involved in the process. 1.2 Contribute to identifying the strategic and operational issues to be addressed in the planning process. 1.3 Identify information to be collected from available sources. 1.4 Investigate the current internal and external environment of the ministry/department. |
| 2. Participate in providing feedback | <ul style="list-style-type: none"> 2.1 Identify the most important issues facing the ministry/department using information gathered. 2.2 Facilitate a review session with appropriate persons to discuss and confirm the issues identified. 2.3 Identify the objectives and strategies for the ministry/department. |

3. Finalize and validate the strategic plan
 - 3.1 Create a written plan to document the mission, vision, core values, issues, objectives and strategies of the ministry/department.
 - 3.2 Submit the written plan to **appropriate persons** for approval.
 - 3.3 Review feedback and make alterations, where appropriate.
4. Implement the strategic plan
 - 4.1 Communicate the strategic plan to persons in your ministry/department and other key **stakeholders** in ways that engage their understanding and support.
 - 4.2 Delegate responsibilities to individuals achieve strategic objectives and gain their commitment to achieving them.
 - 4.3 Provide the required resources to achieve the objectives in the strategic plan.
 - 4.4 Confirm that individuals are accountable for the achievement of delegated strategic objectives and are able to explain variances and propose action to address significant variances.
 - 4.5 Provide advice, guidance and support towards achieving strategic objectives, when required.
 - 4.6 Demonstrate personal commitment by taking a leading role in the achievement of key strategic objectives.
5. Evaluate the strategic plan
 - 5.1 Evaluate risks to the achievement of strategic objectives and take timely and effective action to mitigate them.
 - 5.2 Review the strategic plan at regular intervals and in light of significant changes in the operating environment, to ensure it remains capable of delivering the ministerial/organizational objectives within agreed timescales.

- 5.3 Use agreed methods and measures to monitor implementation of the plan.
- 5.4 Evaluate variances and reasons for significant variances from the plan.
- 5.5 Adjust the plan and the deployment of individuals and resources to take account of significant variances, availability of persons and resources or changes in the ministry/department operating environment.
- 5.6 Inform persons involved of adjustments to the plan and assist them to make changes to their own plans.
- 5.7 Evaluate and agree with persons in your ministry/department and other key **stakeholders** on the extent to which the objectives of the strategic plan have been achieved.
- 5.8 Analyse the reasons for any shortfalls in the achievement of strategic objectives and use lessons learned to inform the development and implementation of future strategic plans.
- 5.9 Celebrate the achievement of strategic objectives and recognize the contributions of those involved.

RANGE STATEMENT

All range statements must be assessed:

1. Information:

- Clients
- Cost constraints and estimates
- Political, economic, social, technological and environmental (internal and external)
- Systems to be used (procedures and guidelines)

2. Appropriate persons:

- Head of Department
- Permanent Secretary

3. Stakeholders:

- Internal to the ministry/organization
- External to the ministry/organization

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to participate in the planning of activities and clarify the roles of persons involved in the process.
2. Why it is important to assist in identifying the strategic issues and the operational issues that should be addressed by the planning process.
3. Why it is important to identify information that must be collected and how to do so.
4. Why it is important to investigate the current internal and external environment of the ministry/organization and how to do so.
5. Why it is important to identify the most important issues facing the ministry/department using information gathered and how to do so.
6. Why it is important to facilitate a review session with appropriate persons to discuss and confirm the issues identified and how to do so.
7. How to identify the objectives and strategies for the ministry/department.
8. Why it is important to create a written plan to document the mission, vision, core values, issues, objectives and strategies of the ministry/department and how to do so.
9. Why it is important to submit the written plan to appropriate persons for approval.
10. Why it is important to review feedback and make alterations where appropriate and how to do so.
11. Why it is important to communicate the strategic plan to individuals in your ministry/department and other key stakeholders in ways that engage their understanding and support and how to do so.
12. Why it is important to delegate the responsibilities for achieving the strategic objectives to individuals and how to gain their commitment.
13. Why it is important to make available the resources required to achieve the objectives in the strategic plan and how to do so.
14. Why it is important to hold individuals to account for the achievement of the strategic objectives delegated to them and to require them to explain variances and propose action to address significant variances.
15. Why it is important to provide advice, guidance and support towards achieving strategic objectives and how to do so.
16. Why it is important to demonstrate personal commitment by taking a leading role in the achievement of key strategic objectives.

17. Why it is important to evaluate the risks to the achievement of strategic objectives and take timely and effective action to mitigate risks and how to do so.
18. Why it is important to review the strategic plan at regular intervals and in light of significant changes in the operating environment.
19. Why it is important to use agreed methods and measures to monitor the implementation of the plan and how to do so.
20. Why it is important to evaluate the variances and the reasons for significant variances from the plan and how to do so.
21. Why it is important to adjust the plan and the deployment of individuals and resources and how to do so.
22. Why it is important to inform persons involved of adjustments to the plan, assist them to make changes to their own plans and how to do so.
23. Why it is important to evaluate and agree with persons in your ministry/organization and other key stakeholders on the extent to which the objectives of the strategic plan have been achieved and how to do so.
24. Why it is important to analyze the reasons for any shortfalls in the achievement of strategic objectives and to use the lessons learned to inform the development and implementation of future strategic plans.
25. Why it is important to celebrate the achievement of strategic objectives and recognize the contributions of those involved and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Product of work (written documents)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

UA00104

Motivate team members to work as a team in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to achieve operational results and effective working relationships through leadership, feedback and the support of individuals within a team. It includes facilitating commitment to objectives and required standards, contributing to the development of a cooperative high performance team, giving and receiving feedback on performance and providing leadership, direction and guidance to the team.

The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and ministerial/departmental procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Facilitate commitment to objectives and required standards | <ul style="list-style-type: none"> 1.1 Discuss and clarify the ministry/departmental long-term vision, strategic objectives and required standards of performance with others in accordance with the needs, communication and learning styles of team members. 1.2 Identify critical stakeholders that would affect the performance of the team. 1.3 Establish the purpose, objectives, roles and responsibilities within the team. 1.4 Demonstrate commitment to objectives and standards to provide leadership and develop team commitment. 1.5 Demonstrate and promote equal employment opportunities, workplace health and safety, diversity management and participative work practices within the team. |
| 2. Develop and facilitate team cohesion | <ul style="list-style-type: none"> 2.1 Develop strategies to ensure team members have input into planning, decision-making and the operational aspects of the work team. |

- 2.2 Allocate tasks in accordance with the competencies of team members and delegate autonomy and authority as appropriate.
 - 2.3 Support team members to use, share and develop their skills according to work requirements.
 - 2.4 Develop policies and procedures to ensure team members take responsibility for their own work and assist others to undertake required roles and responsibilities.
 - 2.5 Develop processes to ensure that **issues, concerns and problems** identified by team members are recognized and addressed in a timely and constructive manner.
 - 2.6 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes.
 - 2.7 Support the team in identifying and resolving **work performance problems**.
 - 2.8 Provide team members with the support, leadership, advice and policy direction necessary to perform work.
 - 2.9 Provide feedback to team members to encourage, value and reward individual and team effort and contributions.
 - 2.10 Confirm that your own contribution to the work team serves as an example to others and enhances the ministry/departmental image for all **stakeholders**.
3. Liaise with stakeholders
 - 3.1 Establish and maintain open communication processes with all **stakeholders**.
 - 3.2 Communicate information from senior executives to the team.

- 3.3 Communicate and follow up unresolved issues, concerns and problems raised by team members with senior executives and other relevant **stakeholders**.
 - 3.4 Evaluate and take the necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external **stakeholders**.
 - 3.5 Use assertive communication strategies during negotiations or challenges.
- 4. Provide and receive feedback on team performance
 - 4.1 Seek feedback from others outside of the team on personal and team performance and give open and constructive responses to feedback.
 - 4.2 Gather and provide regular constructive feedback on all aspects of work performance from and to the team.
 - 4.3 Assess and address performance and recognize and/or reward notable performance.
 - 4.4 Identify and address under-performance of self and others.
 - 4.5 Use feedback to continuously improve performance and outcomes.

RANGE STATEMENT

All range statements must be assessed:

1. Issues, concerns and problems:

- Bullying and harassment
- Discrimination
- Inappropriate behaviour
- Personal or professional matters

2. Work performance problems:

- Excessive absenteeism
- Missing deadlines
- Poor quality of work

3. Stakeholders:

- Internal to the ministry/department
- External to the ministry/department

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the ministry/organization's long-term vision, strategic objectives and required standards of performance.
2. Why it is important to identify the needs, communication and learning styles of team members.
3. Why it is important to establish the purpose, objectives, roles and responsibilities within the team.
4. Why it is important to demonstrate your commitment to the objectives and standards to provide leadership and develop team commitment.
5. Why it is important to demonstrate and promote equal employment opportunity, workplace health and safety, diversity management and participative work practices within the team.
6. How to develop and use strategies to ensure team members have input into planning, decision-making and operational aspects of work team.
7. Why it is important to allocate tasks in accordance with the competencies of workgroup members and delegate autonomy and authority as appropriate and how to do so.
8. How to support team members to use, share and develop their skills according to work requirements.
9. How to develop and implement policies and procedures to ensure team members take responsibility for their own work and assist others to undertake required roles and responsibilities.
10. How to develop and implement processes to ensure that issues, concerns and problems identified by team members are recognized and addressed in a timely and constructive manner.
11. Why it is important to encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes and when to do so.
12. Why it is important to support the team in identifying and resolving work performance problems and when to do so.
13. Why it is important to provide team members with the support, leadership, advice and policy direction necessary to perform work.
14. Why it is important to provide feedback to team members to encourage, value and reward individual and team efforts and contributions and how to do so.
15. Why it is important to ensure your own contribution to the work team serves as an example for others and enhances the ministry/organization's image for all stakeholders.
16. Why it is important to establish and maintain open communication processes with all stakeholders and how to do so.
17. Why it is important to communicate information from senior executives to the team and when and how to do so.

18. Why it is important to communicate and follow up unresolved issues, concerns and problems raised by team members with senior executives and other relevant stakeholders and how to do so.
19. Why it is important to evaluate and take the necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders and how to do so.
20. Why it is important to seek feedback from others outside of the team on personal and team performance and give open and constructive responses to feedback and when to do so.
21. Why it is important to gather and provide regular constructive feedback on all aspects of work performance from and to the team and how to do so.
22. Why it is important to assess and address performance and recognize and/or reward notable performance.
23. Why it is important to identify and address under performance of self and others and how to do so.
24. Why it is important to use feedback to continuously improve performance and outcomes and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Products of work (Written documents)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

PSA43

Plan and implement change in the public sector

Unit Descriptor:

This unit describes 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 within the public sector.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------|--|
| 1. Plan change | 1.1 Engage appropriate personnel within the ministry/organization and other key stakeholders in the planning process. |
| | 1.2 Establish the processes, systems, structures, roles and cultures that need to be changed with key stakeholders . |
| | 1.3 Evaluate gaps between the current state and the required future state. |
| | 1.4 Identify and evaluate the obstacles to change. |
| | 1.5 Develop detailed plans to achieve the required change. |
| | 1.6 Agree with the key stakeholders on the criteria to be used that will evaluate the success of the change process. |
| | 1.7 Identify the roles and responsibilities of all those involved in or affected by the planned changes. |
| | 1.8 Arrange training and support for those involved in the planned change. |
| | 1.9 Arrange for the continuity of business activities during the period of change. |
| | 1.10 Evaluate the risks associated with the plan and make contingency arrangements. |
| | 1.11 Monitor progress against the established plan. |

- 1.12 Develop a communication strategy to keep persons informed about progress and allow persons to give feedback inclusive of cost, process and other change elements.
 - 1.13 Identify and take into account people-related issues when planning the change management process.
2. Implement change
- 2.1 Engage appropriate personnel within the organization and other key **stakeholders** in the process to achieve quality of service and buy-in in implementing change.
 - 2.2 Put into practice plans for change in line with agreed timescales and available resources.
 - 2.3 Delegate responsibilities to selected key persons in keeping with the plan.
 - 2.4 Implement contingency plans or take appropriate alternative actions to improve quality of service in the event of risks materializing.
 - 2.5 Identify, evaluate and resolve problems or obstacles that may arise.
 - 2.6 Monitor progress against the plan and take appropriate action in response to significant variances.
 - 2.7 Communicate progress regularly and provide opportunities for individuals and teams to give feedback.
 - 2.8 Provide recognition to teams and individuals who achieve results.
 - 2.9 Confirm that change has been effective and has met the requirements of the ministry/organization.

RANGE STATEMENT

All range statements must be assessed:

1. Stakeholders:

- Individuals (internal and external to the ministry/organization)
- Groups (internal and external to the ministry/organization)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to engage appropriate personnel within the ministry/department and other key stakeholders in the planning process.
2. Why it is important to establish with key stakeholders the processes, systems, structures, roles and cultures that need to be changed.
3. Why it is important to evaluate the gaps between the current state and required future state and how to do so.
4. Why it is important to identify and evaluate the obstacles to change.
5. How to develop detailed plans to achieve the required change.
6. Why it is important to agree with the key stakeholders on the criteria to be used that will evaluate the success of the change process and how to do so.
7. Why it is important to identify the roles and responsibilities of all those involved in or affected by the planned changes.
8. Why it is important to arrange training and support for those involved in the planned change and how to do so.
9. Why it is important to arrange for the continuity of business activities during the period of change and how to do so.
10. Why it is important to evaluate the risks associated with the plan and make contingency arrangements and how to do so.
11. Why it is important to monitor progress against the established plan and how to do so.
12. Why it is important to develop a communication strategy to keep persons informed about progress and allow persons to give feedback inclusive of cost, process and other change elements and how to do so.
13. Why it is important to identify and take into account people-related issues when planning the change management process.
14. Why it is important to engage appropriate personnel within the ministry/organization and other key stakeholders in the process, to achieve quality of service and buy-in in implementing change and how to do so.
15. How to put into practice plans for change in line with agreed timescales and available resources.
16. How to delegate responsibilities to selected key persons in keeping with the plan.

17. Why it is important to implement contingency plans or take appropriate alternative actions to improve quality of service in the event of risks materializing and how to do so.
18. How to identify, evaluate and resolve problems or obstacles that arise.
19. Why it is important to monitor progress against the plan and take appropriate action in response to significant variances and how to do so.
20. Why it is important to communicate progress regularly and provide opportunities for individuals and teams to give feedback.
21. Why it is important to provide recognition to teams and individuals who achieve results and how to do so.
22. Why it is important to confirm that change has been effective and has met the requirements of the ministry/organization.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

PSA44

Manage information and knowledge management systems in the public sector

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage an information or knowledge management system. It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the ministry/organization and among relevant stakeholders.

The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and ministry/organizational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Develop information and knowledge management systems | <ul style="list-style-type: none"> 1.1 Engage appropriate colleagues and other key stakeholders in developing, implementing and maintaining information and knowledge systems. 1.2 Establish the current and likely future information and knowledge needs of self and other individuals within your area of responsibility and other key stakeholders. 1.3 Select technologies and suppliers capable of meeting current and likely future information and knowledge needs to the level of security required within resource constraints. 1.4 Establish the levels of security required for information and knowledge systems. |
| 2. Evaluate information and knowledge systems | <ul style="list-style-type: none"> 2.1 Evaluate the capability and capacity of existing information and knowledge systems to meet current and likely future needs and identify changes and enhancements required. |

- 2.2 Evaluate the capability of technologies and suppliers to meet current and likely future information and knowledge needs.
 - 2.3 Establish the need for new or modified protocols to allow information and knowledge **systems** to be used effectively and securely and make these available.
 - 2.4 Share and implement plans to introduce changes and enhancements to information and knowledge **systems**.
 - 2.5 Evaluate the training and ongoing support required to enable individuals to use information and knowledge **systems** effectively, efficiently and securely.
- 3. Monitor information and knowledge management systems in own area of responsibility
 - 3.1 Confirm that the maintenance and updating of information and knowledge **systems** are carried out as required.
 - 3.2 Monitor the security of **systems** and their effectiveness in meeting individual's information and knowledge needs and take effective action to address any problems.
 - 3.3 Implement any changes to improve information and knowledge management **systems**.
 - 3.4 Monitor change and development in the information and knowledge development process.

RANGE STATEMENT

All range statements must be assessed:

1. Stakeholders:

- Internal to the ministry/organization
- External to the ministry/organization

2. Systems:

- Electronic
- Paper-based

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to engage appropriate colleagues and other key stakeholders in developing, implementing and maintaining information and knowledge systems.
2. What are the current and likely future information and knowledge needs of self and other persons within your organization or area of responsibility and other key stakeholders.
3. What are the levels of security required for information and knowledge systems.
4. Why it is important to evaluate the capability and capacity of existing information, knowledge and communication systems to meet current and likely future needs and identify changes and enhancements required.
5. Why it is important to evaluate the capability of technologies and suppliers to meet current and likely future information and knowledge needs and how to do so.
6. Which technologies and suppliers to select that are capable of meeting current and likely future information and knowledge needs to the level of security required within resource constraints.
7. Why it is important to establish the need for new or modified protocols to allow information and knowledge systems to be used effectively and securely and make these available.
8. Why it is important to evaluate the training and ongoing support required to enable people to use information and knowledge systems effectively, efficiently and securely and how to do so.
9. How to develop, share and implement plans to introduce changes and enhancements to information and knowledge systems.
10. Why it is important to ensure that the maintenance and updating of information and knowledge systems are carried out as required.
11. Why it is important to monitor the security of systems and their effectiveness in meeting individuals' information and knowledge needs and take effective action to address any problems and how to do so.
12. Why it is important to implement any changes to improve knowledge management.
13. Why it is important to monitor change and development in the information and knowledge development process and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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- Products of work (Written evidence)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

U83804

Support individuals' learning and development

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to provide individuals within their own team or area of responsibility with opportunities to address their learning needs and develop to their full potential.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------|---|
| 1. Promote learning and development | <ul style="list-style-type: none"> 1.1 Promote the benefits of learning to individuals in own area of responsibility and recognize their willingness to learn. 1.2 Provide individuals with specific objectives and valid feedback on their work performance and discuss and agree on the ways in which their work can be improved. 1.3 Engage with individuals in identifying and obtaining information on a range of possible learning activities to address their identified learning needs. 1.4 Discuss with individuals their future roles and responsibilities that are compatible with their competencies. 1.5 Discuss and agree on personal development plans which include learning activities to be undertaken, learning objectives to be achieved and the required resources and timescales. |
| 2. Support learning and development | <ul style="list-style-type: none"> 2.1 Support individuals in undertaking learning activities, make required resources available and remove any obstacles to learning. 2.2 Provide individuals with the appropriate opportunities to apply their developing competencies in the workplace. |

3. Monitor and improve learning and development
- 2.3 Identify and utilize unplanned learning opportunities.
 - 3.1 Discuss **learning activities** with individuals and how the experiences lead to the achievement of learning objectives.
 - 3.2 Discuss with individuals their progress and readiness to take on new roles and responsibilities and agree on support and supervision.
 - 3.3 Assign individuals to roles and responsibilities that are compatible with their competencies and potential.
 - 3.4 Provide individuals with the support, supervision and specific feedback they require to facilitate improvement in their performance.
 - 3.5 Discuss and agree on revisions to personal development plans regarding performance, **learning activities** undertaken and any changes that are made.
 - 3.6 Encourage individuals to take responsibility for their own learning and development, including practicing and reflecting on what they have learned.
 - 3.7 Seek out specialist expertise in areas where there are gaps in learning.

RANGE STATEMENT

All range statements must be assessed:

1. Learning:

- Technical skills
- Personal development (work-based, informal, formal, at the desk)

2. Learning Activities:

- Conducted outside the workplace
- Conducted within the workplace

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to promote the benefits of learning to persons in own area of responsibility and to recognize their willingness to learn and how to do so.
2. Why it is important to provide individuals with specific objectives and valid feedback on their work performance and to discuss and agree on the ways in which their work can be improved and how and when to do so.
3. Why it is important to engage with individuals in identifying and obtaining information on a range of possible learning activities to address their identified learning needs and how to do so.
4. Why it is important to discuss with individuals their future roles and responsibilities that are compatible with their competencies and how to do so.
5. Why it is important to discuss and agree on personal development plans which include learning activities to be undertaken, learning objectives to be achieved and the required resources and timescales.
6. Why it is important to support individuals in undertaking learning activities, make the required resources available and remove any obstacles to learning and how to do so.
7. Why it is important to provide individuals with the appropriate opportunities to apply their developing competencies in the workplace.
8. Why it is important to recognize and utilize unplanned learning opportunities.
9. Why it is important to discuss with individuals their learning activities and how the experiences lead to the achievement of learning objectives.
10. Why it is important to discuss with individuals their progress and readiness to take on new roles and responsibilities and agree on support and supervision.
11. Why it is important to assign individuals to roles and responsibilities that are compatible with their competencies and potential and how to do so.
12. Why it is important to provide individuals with the support, supervision and specific feedback they require to facilitate improvement in their performance and how to do so.
13. Why it is important to discuss and agree on revisions to personal development plans regarding performance, learning activities undertaken and any changes that are made.
14. Why it is important to encourage individuals to take responsibility for their own learning and development, including practising and reflecting on what they have learned.
15. Why it is important to seek out specialist expertise in areas where there are gaps in learning and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA00404

Communicate with others to build trust in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and ministry/departmental procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Communicate with co-workers, customers and external stakeholders. | 1.1 | Identify and use appropriate communication techniques and tools to communicate with co-workers, customers and external stakeholders. |
| | | 1.2 | Communicate in a manner that demonstrates respect, accepts individual differences, upholds rights and builds trust. |
| | | 1.3 | Communicate in a manner that influences co-workers, customers and external stakeholders to secure beneficial outcomes. |
| | | 1.4 | Represent the ministry/department appropriately and in accordance with communication policies . |
| | | 1.5 | Provide information to co-workers, customers and external stakeholders in accordance with communication policies . |
| | | 1.6 | Promote diversity and equality of opportunity to co-workers, customers and external stakeholders. |
| 2. | Address communication needs | 2.1 | Identify and support the communication needs of staff, customers and external stakeholders. |

- 2.2 Identify and address problems and communication barriers.
 - 2.3 Defuse conflict or potentially difficult situations in accordance with ministry/departmental procedures.
 - 2.4 Seek and respond to feedback from co-workers, customers and external stakeholders on the effectiveness of the communication.
3. Facilitate meetings
- 3.1 Develop an agenda and list of invited participants in consultation with appropriate persons.
 - 3.2 Communicate details of the meeting to participants and other stakeholders in accordance with ministry/departmental communication policies.
 - 3.3 Direct the meeting in accordance with the agenda and objectives of the meeting.
 - 3.4 Provide opportunities for the sharing of all relevant information and the consideration of all relevant issues.
 - 3.5 Use strategies that encourage the full participation of all attendees.
 - 3.7 Facilitate the resolution of conflict amongst participants.
 - 3.8 Direct the accurate recording of minutes or records of the meeting in accordance with ministry/departmental requirements.
 - 3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement.

RANGE STATEMENT

All range statements must be assessed:

1. Techniques:

- Verbal (face to face, phone, internet, social media)
- Non-verbal (written, internet, social media)

2. Tools:

- Town hall meetings
- Media (television, print media, radio)

3. Communication policies:

- General Orders
- Public Service Act

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to identify the types of communication techniques and tools to use when communicating with customers, co-workers and external stakeholders.
2. Why it is important to communicate in a manner that demonstrates respect, accepts individual differences, upholds rights and builds trust.
3. Why it is important to communicate in a manner that influences customers and external stakeholders to secure beneficial outcomes and how to do so.
4. Why it is important to represent the ministry/department appropriately and in accordance with communication policies.
5. How to provide information to co-workers and external stakeholders in accordance with communication policies.
6. Why it is important to promote diversity and equality of opportunity to co-workers, customers and external stakeholders.
7. Why it is important to recognize and support the communication needs of your staff, colleagues and external stakeholders.
8. Why it is important to identify and address problems and communication barriers and how to do so.
9. Why it is important to defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with ministry/organizational requirements and how to do so.
10. Why it is important to seek and respond to feedback on the effectiveness of your communication with staff, colleagues and external stakeholders and how to do so.
11. Why it is important to develop an agenda and list of invited participants in consultation with appropriate stakeholders and how to do so.
12. Why it is important to communicate details of the meeting to the participants and other stakeholders in accordance with ministry/organization communication policies.
13. Why it is important to contribute to and follow objectives and agendas for the meeting.
14. Why it is important to provide opportunities to fully explore all relevant issues and provide relevant information.
15. What strategies to use to encourage staff members to participate equally, including seeking and acknowledging contributions from everyone and how to do so.
16. Why it is important to facilitate the resolution of conflict amongst participants and how to do so.
17. Why it is important to direct the accurate recording of minutes or records of the meeting in accordance with ministry/departmental requirements.
18. Why is important to evaluate meeting processes and identify lessons learned or opportunities for improvement and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Product of work
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

UA00504

Provide business and financial performance information in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to analyze and report on a broad range of business and financial performance information in the public sector. It encompasses developing a business plan; assessing stakeholders' needs; analyzing data; documenting and managing budgets and forecasts; forecasting estimates; monitoring budgeted outcomes and preparing reports.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|--|
| 1. | Analyze trends in business and financial performance | 1.1 | Identify legislation, policies, standards and guidelines impacting on public sector governance and extract key requirements. |
| | | 1.2 | Gather and analyze data relating to programme and ministry/organizational performance, to identify past, current and future performance. |
| | | 1.3 | Arrange for expert advice and assistance as required. |
| | | 1.4 | Research variations from targets and divergences from trends and evaluate them to determine margins of error and any repeating patterns. |
| | | 1.5 | Assess trends in performance in terms of ministry/department short-term and long-term objectives. |
| | | 1.6 | Gather and collate performance data to circulate to stakeholders for comment. |
| 2. | Formulate a business plan | 2.1 | Review and evaluate the pre-existing business and operational plan, if available. |
| | | 2.2 | Develop a business plan on the basis of information obtained through research into client needs, resource requirements, interests of key stakeholders and business viability. |

- 2.3 Formulate a **financial plan** to estimate cash flow **projections**, provide budgetary information and define the implementation and service plans.
 - 2.4 Formulate a work or service plan aimed at supplying services that meet client expectations and satisfy the quality assurance criteria.
 - 2.5 Collate and develop performance indicators that link ministry/departmental processes, resources, technological requirements and ministry/departmental objectives to the ministry/departmental mandate.
 - 2.6 Identify options for service delivery in accordance with budgetary constraints, human resources, technological and client requirements and ministry/departmental objectives.
 - 2.7 Identify skilled staff to implement the plan.
 - 2.8 Discuss recommendations with management and staff and incorporate feedback and suggestions for cost efficiencies.
3. Forecast estimates
 - 3.1 Identify **estimates** of future cash flow, costs and revenues that are realistic and attainable and supported by **verifiable evidence and source documentation**.
 - 3.2 Identify relevant **data** for forecasts and anticipate changes in circumstances.
 - 3.3 Establish and review **assumptions and parameters** for accuracy, relevance and compliance with public sector procedures and policies.
 - 3.4 Identify financial risks and initiate protection strategies in accordance with ministry/departmental procedures and policies.

4. Implement and monitor business and financial performance
 - 4.1 Communicate the business plan to all relevant parties and ensure understanding of business and finance performance requirements and timeframes.
 - 4.2 Implement appropriate operational and revenue control systems and routinely evaluate their ability to provide systematic support to the ministry/department.
 - 4.3 Monitor and review operational and revenue control systems and routinely evaluate their ability to provide systematic support to the ministry/department and to meeting ministry/departmental and performance targets.
 - 4.4 Test performance measurement systems and refine, if necessary.
 - 4.5 Deliver results against the agreed business plan targets and objectives.
5. Submit and distribute reports
 - 5.1 Compile timely reports on all key aspects of the business plan ensuring they are available, user-friendly and balanced in terms of financial and non-financial performance.
 - 5.2 Report system failures and variances to the business plan as they occur.
 - 5.3 Complete and distribute authorized reports within timelines for specified periods and projects.
 - 5.4 Obtain all required sign-offs, **approvals and authorizations** from responsible parties.

RANGE STATEMENT

All range statements must be assessed:

1. Business plan:

- Financial plan (funding request, financial projection, return on investment)
- Industry and customer analysis
- Performance measures
- Operations plan
- Quality assurance mechanisms
- Strategies for achieving goals
- Work plans

2. Financial plan:

- Review of financial inputs, required sources and forms of finance
- Current financial state of the ministry/department
- Financial performance to date
- Forms of finance including working capital, fixed capital, debt and equity capital
- Projections of likely financial results budgeting
- Risks and measures to manage or minimize risks

3. Projections:

- Cash flow estimates
- Estimates of profit and loss
- Resource requirements

4. Estimates:

- Quarterly
- Mid-term review
- Annually

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to identify legislation, policies, standards and guidelines impacting on public sector governance and extract key requirements and how to do so.
2. Why it is important to gather and analyze data relating to programme and ministry/departmental performance to identify past, current and future performance and how to do so.
3. Why it is important to research variations from targets and divergences from trends and evaluate to determine margins or error and any repeating patterns and how to do so.
4. Why it is important to assess trend in performance in terms of ministry/departmental short-term and long-term objectives and how to do so.
5. Why it is important to gather and collate performance data to circulate to stakeholders for comment and how to do so.
6. Why it is important to review and evaluate the pre-existing business and operational plan, if available.
7. Why it is important to develop a business plan on the basis of information obtained through research into client needs, resource requirements, interests of key stakeholders and business viability and how to do so.
8. Why it is important to formulate a financial plan to estimate cash flow projections, provide budgetary information and define the implementation and service plans.
9. Why it is important to formulate the work or service plan aimed at supplying services that meet client expectations and satisfy the quality assurance criteria.
10. Why it is important to collaborate and develop performance indicators and link ministry/organizational processes, resources, technological requirements and ministry/departmental objectives to environmental factors and how to do so.
11. Why it is important to identify options for service delivery in accordance with budgetary constraints, human resources, technological, client and ministry/departmental objectives.
12. Why it is important to identify skilled labour to implement the plan.
13. Why it is important to discuss recommendations with management and staff and incorporate feedback and suggestions for cost efficiencies.
14. Why it is important to identify estimates of future cash flow, costs and revenues that are realistic, attainable and supported by verifiable evidence and source documentation.
15. Why it is important to identify relevant data for forecasts and anticipate changes in circumstances
16. . Why it is important to establish and review assumptions and parameters for accuracy, relevance and compliance with public sector procedures and policies.
17. Why it is important to identify financial risks and initiate protection strategies in accordance with ministry/departmental procedures and policies.

18. Why it is important to communicate the business plan to all relevant parties and ensure understanding of business and finance performance requirements and time frames.
19. Why it is important to implement appropriate operational and revenue control systems and routinely evaluate their ability to provide systematic support to the ministry/department.
20. Why it is important to monitor and review operational and revenue control systems and routinely evaluate their ability to provide systematic support to the ministry/department and to meeting ministry/department and performance targets.
21. Why it is important to test performance measurement systems and refine, if necessary.
22. Why it is important to deliver results against the agreed business plan targets and objectives.
23. Why it is important to compile timely reports on all key aspects of the business plan and ensure they are available, user-friendly and balanced in terms of financial and non-financial performance.
24. Why it is important to report system failures and variances to the business plan as they occur.
25. Why it is important to complete and distribute authorized reports within timelines for specified periods and projects.
26. Why it is important to obtain all required sign-offs, approvals and authorizations from responsible parties.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Product of work (Written documents)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

UA00604

Manage staff performance in the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage staff performance in accordance with the public sector performance management system. It includes linking individual and/or workgroup activities to ministry/departmental goals, setting performance expectations, measuring performance achievements and renegotiating performance and development plans.

The knowledge and skills described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Link performance activities to ministry/departmental goals. | 1.1 | Educate staff and other stakeholders on performance management processes and the benefits and links between performance management, SMART objectives and ministry/departmental strategic goals. |
| | | 1.2 | Align individual and workgroup activities with ministry/departmental goals and agreed targets in consultation with team members. |
| | | 1.3 | Identify, link and explain to individuals the ministry/departmental mission, vision and strategic priorities in accordance individuals' roles. |
| | | 1.4 | Prioritize individual and team activities. |
| 2. | Set performance standards and expectations | 2.1 | Identify and clarify performance standards to members of staff in own area of responsibility. |
| | | 2.2 | Consult, negotiate and agree upon performance standards with members of staff in own area of responsibility. |

-
- 2.3 Develop and agree upon performance, learning and development plans with individuals to document team and individual performance targets, standards and professional development objectives.
 - 2.4 Develop performance targets and key performance indicators with individuals within own area of responsibility.
 - 2.5 Initiate implementation of individual work plans.
 - 3. Measure performance achievements
 - 3.1 Monitor, appraise, measure and address individual performance against performance goals and required ministry/departmental outcomes.
 - 3.2 Manage and document disagreement, conflict or challenges regarding individuals' performance goals and required ministry/departmental outcomes.
 - 3.3 Provide the opportunity for individuals to make suggestions for improvement regarding disagreement, conflict and challenges.
 - 3.4 Identify and/or reward outstanding individual and team performance.
 - 3.5 Identify unsatisfactory individual and team performance and develop an employee performance improvement plan.
 - 3.6 Identify areas and implement strategies to continuously improve performance and outcomes.
 - 3.7 Provide individuals with regular encouragement and feedback on performance.
 - 4. Renegotiate performance, learning and development plans
 - 4.1 Document and use the results of the performance management process to identify strengths and gaps in performance.
 - 4.2 Identify learning strategies and facilitate the transfer of skills to other staff.

- 4.3 Renegotiate and agree upon performance standards with individuals.
 - 4.4 Identify and agree upon learning and development objectives with individuals to enhance performance and meet developing ministry/departmental and workgroup goals.
- 5. Document and analyze collected information relating to performance management
 - 5.1 Document agreed individual performance standards and related professional development.
 - 5.2 Obtain and analyze collected information relating to performance management to identify ministry/departmental outcomes and trends.
 - 5.3 Record trends requiring intervention with supporting evidence and reports.
 - 5.4 Identify and report on the impact of performance outcomes on career management, retention and succession strategies.

RANGE STATEMENT

All range statements must be assessed:

1. Stakeholders:

- Internal to the ministry/department
- External to the ministry/department

2. Performance management processes:

- Plan, set and agree on performance measures
- First and second progress meetings
- Evaluate and annually appraise work performance

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to educate staff and other stakeholders on performance management processes, benefits and the links between performance management, SMART objectives and ministry/departmental strategies.
2. How to identify, link and explain the ministry/departmental mission, vision and strategic priorities in accordance with individual roles.
3. Why it is important to align individual and workgroup activities with ministry/departmental goals and agreed targets in consultation with workgroup members.
4. How to prioritize individual and workgroup activities.
5. How to identify and clarify performance standards.
6. How to consult, negotiate and agree upon performance standards with members of staff in own area of responsibility.
7. How to develop and agree upon performance, learning and development plans with individuals to document team and individual performance targets, standards and professional development objectives.
8. How to develop performance targets and key performance indicators.
9. How and when to implement performance plans.
10. Why it is important to monitor, appraise, measure and address individual performance against performance goals and required ministry/organizational outcomes and how to do so.
11. Why it is important to manage and document disagreement, conflict or challenges regarding individuals' performance goals and required ministry/departmental outcomes and how to do so.
12. Why it is important to provide individuals with the opportunity to make suggestions for improvement regarding disagreement, conflict and challenges.
13. Why it is important to recognize and/or reward the outstanding performance of individuals.
14. Why it is important to identify and implement areas and strategies to continuously improve performance and outcomes.
15. When and how to provide regular encouragement and feedback on performance.
16. Why it is important to document and use the results of performance management processes to identify strengths and gaps in performance.
17. How to identify learning strategies to inform knowledge management strategies to facilitate the transfer of skills to other staff.
18. Why it is important to renegotiate and agree upon performance standards.

19. How to identify and agree upon individual learning and development objectives to enhance performance and meet developing ministry/departmental and workgroup goals.
20. Why it is important to document agreed performance standards and related professional development.
21. How to obtain and analyze collected information relating to performance management to identify ministry/departmental outcomes and trends and how to do so.
22. Why it is important to record trends requiring intervention with supporting evidence and reports.
23. Why it is important to identify and report on the impact of performance outcomes on career management, retention and succession strategies and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Products of work (Written evidence)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

UA00704

Adhere to legislation within the public sector

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to encourage others (colleagues or those supervised) in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements and taking action on non-compliance.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Comply with legislative requirements | 1.1 | Identify and demonstrate the steps involved in the preparation of legislation and the legislative process. |
| | | 1.2 | Update knowledge regularly of the range of legislation, guidelines and administrative orders relating to the public sector to stay informed. |
| | | 1.3 | Use own work practices and procedures to provide a consistent model of compliance with legislative requirements relating to the public sector. |
| 2. | Encourage others to comply with legislative requirements | 2.1 | Confirm and convey to others how various pieces of legislation are integrated to provide a legislative framework for the conduct of public sector activities. |
| | | 2.2 | Identify and convey to others the consequences of non-compliance with public sector legislation. |
| | | 2.3 | Provide a repository of current information on legislation, guidelines and administrative orders for others. |
| | | 2.4 | Encourage others to identify and obtain advice on conflicting legislative requirements . |
| 3. | Monitor and ensure compliance with legislative requirements | 3.1 | Identify and discuss with others actions that may constitute breaches of legislation. |

- 3.2 Act upon or promptly refer possible breaches of legislation to an authorized person.
- 3.3 Address **inadequacies in workplace procedures** which may contribute to non-compliance with legislative requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Administrative orders:

- Study leave
- Travel allowances
- Flexi-time and overtime

2. Others:

- Colleagues
- Supervised staff
- Stakeholders

3. Consequences of non-compliance:

- Disciplinary action (verbal and written warnings, demotion, dismissal)
- Surcharged
- Legal action

4. Conflicting legislative requirements:

- Contradictions (between statutes, between different policy requirements)
- Conflict between statutes and policy requirements

5. Inadequacies in workplace procedures:

- Inadequate financial and other controls
- Insecure internet access
- Ambiguous guidelines
- No regulations
- Use of outdated legislation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to identify and demonstrate the steps involved in the preparation of legislation and legislative process.
2. Why it is important to update knowledge of the range of legislation, guidelines and administrative orders relating to the public sector workplace to stay informed.
3. Why it is important to use your own work practices and procedures to provide a consistent model of compliance with legislative requirements relating to the public sector.
4. Why it is important to confirm and convey to others how various pieces of legislation are integrated to provide a legislative framework for public sector activities.
5. Why it is important to identify and convey to others the consequences of non-compliance with public sector legislation.
6. Why it is important to provide a repository of current information on legislation, guidelines and administrative orders for others.
7. Why it is important to encourage others to identify and obtain advice on conflicting legislative requirements.
8. Why it is important to identify and discuss with others actions that might constitute breaches of legislation.
9. Why it is important to act upon or promptly refer possible breaches of legislation to an authorized person.
10. Why it is important to report and address inadequacies in workplace procedures which may contribute to non-compliance in accordance with legislative requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Products of work (Written documents)
- Witness testimony
- Professional discussion
- Personal statement

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

(3) Context of Assessment

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

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

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

Assessment methods

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

Assessors

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

Approved Centre

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

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

Observation

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

Performance Criteria

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

Product of Work

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

Questioning

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

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

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

Range statements

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

Range statements are prescriptive therefore each category must be assessed.

Role-plays

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

Simulations

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

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

Supplementary evidence

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