Occupational Standards of Competence

Public Sector Administration

Level 5

ACKNOWLEDGEMENTS

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Qualification Overview

NVQB

in

Public Sector Administration

Level 5

NVQ in Public Sector Administration - Level 5

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 Ministry of the Civil Service to assist in the operation of the Personnel Administration and the Training Administration Divisions and the Civil Service in general. It places the Civil Service guiding principles of Great Attitudes, Initiative, Values and Excellence (GIVE) at the heart of everything that the service does and aligns the three high level leadership competencies of Management, Core and Professional with the behaviours expected of all public servants. 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 persons who are responsible for control of departments, statutory bodies, ministries and the work output of a team and who must demonstrate recognizable management and leadership skills within the public sector environment.

Jobs within the occupational sector

Relevant jobs include:
- Permanent Secretary
- Executive Director
- Director
- Chief Officer
- Commissioner

A070505 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

PUBLIC SECTOR ADMINISTRATION - LEVEL 5

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

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

1.   Direct strategic planning within the public sector   **UA05005**

      1.1   Analyze factors in the operating environment
      1.2   Develop strategies to meet organizational objectives.
      1.3   Communicate strategic priorities
      1.4   Monitor and evaluate public sector performance

2.   Provide leadership and direction within own area of responsibility   **UA05105**

      2.1   Promote innovative practice
      2.2   Organize teams to develop leadership and innovation
      2.3   Organize work assignments to facilitate innovation
      2.4   Support the team to develop leadership and innovation
      2.5   Monitor leadership and innovation development
      2.6   Provide feedback on leadership and innovation development

3.   Plan and direct change within the public sector   **UA05205**

      3.1   Influence organizational culture
      3.2   Anticipate change
      3.3   Provide strategic leadership in change management

4.   Promote and monitor knowledge management within the public sector   **UA05305**

      4.1   Establish the ministry/departmental context for knowledge management
      4.2   Develop capability in knowledge management
      4.3   Facilitate knowledge management
      4.4   Integrate aspects of knowledge management with information management

**5.   Encourage and facilitate a culture of personal and professional   UA05405
development within the public sector**

      5.1   Establish personal work goals
      5.2   Develop and maintain professional competence
      5.3   Influence groups and individuals
      5.4   Undertake career planning

6.   **Communicate with others to build trust within the public sector**   **UA00404**

     6.1   Communicate with co-workers, customers and external stakeholders
     6.2   Address communication needs
     6.3   Facilitate meetings

7.   **Maintain financial controls and systems within own area of**   **UA05505**
        responsibility

     7.1   Develop linkages between strategic planning outcomes and financial management
           processes
     7.2   Establish and maintain a financial risk management strategy
     7.3   Establish resources requirements in financial terms
     7.4   Approve tenders and estimates
     7.5   Comply with financial laws and regulations

8.   **Promote and support performance management within the public sector**   **UA05605**

     8.1   Create a strong performance culture
     8.2   Implement performance management framework and processes
     8.3   Monitor implementation of performance management framework and processes

9.   **Adhere to legislation within the public sector**   **UA05705**

     9.1   Comply with legislative requirements
     9.2   Encourage others to comply with legislative requirements
     9.3   Monitor compliance with legislative requirements

UA05005   **Direct strategic planning within the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide strategic direction within the ministry/department. It includes analyzing factors in the operating environment, developing and coordinating a strategy for determining strategic priorities and formulating and communicating strategic priorities.

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

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Analyze factors in the operating environment.	1.1 Analyze the ministerial/departmental purpose and direction within the overall government strategy and its integration with that of other government agencies to determine key factors and issues.
	1.2 Analyze the ministerial/departmental culture, values and existing strategic priorities to determine key factors and issues.
	1.3 Identify and analyze **internal and external factors** likely to impact and affect the ministry/department.
	1.4 Explore best practice models related to the nature of the ministerial/departmental core business.
	1.5 Identify and analyse client needs and preferences.
	1.6 Identify ministerial/departmental policies and practices and review **legislation** that may impact upon operations.
2. Develop strategies to meet organizational objectives.	2.1 Identify and analyze **stakeholder** aspirations, interests and needs and review previous ministry/departmental plans, in the case of an existing ministry/department.

2.2 Identify and analyze relevant **trends** and the potential for strategic alliances.

2.3 Develop and agree on the achievable strategies to meet objectives with relevant staff and seek advice from experts when necessary.

2.4 Develop strategic priorities that support the overall government strategy, that embody ministry/departmental values, beliefs and philosophy and that add lasting value for citizens.

2.5 Develop key performance indicators and targets, timelines and reporting requirements for the strategic planning period with relevant staff.

2.6 Provide guidance on operational processes that need to be put in place to ensure that ministry/departmental strategies are followed and document factors that may affect achievement of objectives and targets.

2.7 Undertake benchmarking with other ministries/departments to assess the realisation of strategic objectives.

2.8 Consider the priorities of other government agencies to avoid duplication and take **action** to ensure integration services for the benefit of clients.

2.9 Assess and manage risks, develop contingency plans and make difficult decisions when appropriate.

3. Communicate strategic priorities

3.1 Inform staff of strategic priorities and encourage them to be creative and innovative in their approach to attaining objectives.

3.2 Communicate strategic priorities and objective advice to **stakeholders**.

4.	Monitor and evaluate ministry/departmental performance	4.1	Monitor and evaluate performance against the plan to identify the achievement of key performance indicators, targets, time-lines and performance gaps.
		4.2	Review and revise strategic objectives and strategies with relevant staff, where necessary.
		4.3	Document ministry/departmental performance for the agreed strategic planning period according to requirements.

RANGE STATEMENT

All range statements must be assessed:

1.   Internal and external factors:

- Changing government policy
- Economic, social and political issues
- Provisions of state legislation and funding body requirements
- Environmental
- Regional and International obligations (UN Conventions, CARICOM, Treaty of CANTA etc.)

2.   Legislation:

- Financial Management and Audit Act
- Constitution
- Public Service Act
- Interpretation Act

3.   Stakeholders:

- Internal to the ministry/department (elected officials, colleagues)
- External to the organisation

4.   Trends:

- Political
- Economic
- Social
- Technological
- Environmental

5.   Action:

- Meetings with relevant Permanent Secretaries
- Meeting with committee of Permanent Secretaries and Head of the Civil Service
- Submission of paper to the cabinet

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to analyze the ministry/department purpose and direction within the overall government strategy.

2. Why it is important to analyze the ministry/departmental integration with other government agencies to determine key factors and issues.

3. Why it is important to analyze the ministry/departmental culture, values and existing strategic priorities to determine key factors and issues.

4. Why it is important to identify and analyze internal and external factors that are likely to have an impact upon the ministry/department.

5. How to identify best practice models that relate to the nature of the ministry/department's core business.

6. How to identify and analyze client needs and preferences and when to do so.

7. What are the ministry/departmental policies, practices and legislation that may impact operations.

8. Why it is important to identify and analyze stakeholder aspirations, interests and needs and how to do so.

9. Why it is important to review previous plans of the ministry/department.

10. Why it is important to identify and analyze relevant trends.

11. Why it is important to understand the potential for strategic alliances.

12. Why it is important to develop and agree on achievable strategies to meet objectives with other relevant staff and seek advice from experts when necessary.

13. How to develop key performance indicators, targets, time-lines and reporting requirements for the strategic planning period with relevant staff.

14. Why it is important to develop strategic priorities that support the overall government strategy and embody ministry/departmental values, beliefs and philosophy and how to do so.

15. What guidance should be provided on operational processes that need to be put in place to ensure that ministry/departmental strategies are followed.

16. Why it is important to document factors that may affect achievement of objectives and targets.

17. Why it is important to undertake benchmarking with other ministries/departments to assess the realization of strategic objectives.

18. Why it is important to consider the priorities of other government agencies to avoid duplication and take action to integrate services for the benefit of clients.

19. Why it is important to inform staff of the strategic priorities that embody a shared vision for the future and set out objectives.

20. How to encourage staff to be creative and innovative in their approach to attaining objectives.

21. Why it is important to communicate strategic priorities to stakeholders.

22. How to monitor and evaluate progress reports against the plan to identify progress towards key performance indicators or targets, timelines and performance gaps.

23. How to review and revise strategic objectives and strategies with relevant staff members.

24. Why it is important to document ministry/departmental performance for the agreed strategic planning period.

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.

UA05105   **Provide leadership and direction within own area of responsibility**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to provide leadership and develop innovative work practices in others. It includes promoting innovative practice, organizing teams to develop innovation and leadership, organizing work assignments to facilitate innovation, supporting workgroups to develop leadership and innovation, monitoring innovation and leadership development and providing feedback.
>
> The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and public sector procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Promote innovative practice.	1.1 Promote and reinforce the value placed on innovation by the ministry/department.
	1.2 Identify and share effective **leadership styles** and the benefits of innovative work practices within teams.
	1.3 Identify leaders who demonstrate a range of **leadership styles** and provide team members with opportunities to learn from them.
	1.4 Model and encourage leadership and innovative work practices within the team.
	1.5 Identify and address barriers to innovation within the team.
2. Organize teams to develop leadership and innovation.	2.1 Develop performance requirements for the team.
	2.2 Identify the strengths and weaknesses of individual team members.
	2.3 Assign team roles to match individual capabilities and **leadership styles**.

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		2.4	Assign team members in a manner that promotes the sharing of ideas.
		2.5	Include timeframes and resources that allow for innovation in work assignments.
3.	Organize work assignments to facilitate innovation.	3.1	Structure and allocate work to support innovation.
		3.2	Allocate tasks and activities to ensure the best use of the skills of team members.
		3.3	Communicate work assignments to team members in ways that encourage and reinforce team-based innovation.
4.	Support the team to develop leadership and innovation.	4.1	Encourage team members to work collaboratively on work assignments.
		4.2	Encourage team members to share work information, knowledge and experiences in their day to day work.
		4.3	Encourage team members to seek external knowledge and to set up and maintain networks that support the development of leadership and innovation.
		4.4	Provide guidance to team members on the use of innovative skills in ways suited to their current knowledge and experience.
		4.5	Encourage team members to take a leadership role at different times throughout work assignments and in accordance with their strengths or developmental needs.
		4.6	Coach team members to support their development of leadership and innovation skills.
5.	Monitor leadership and innovation development.	5.1	Encourage team members to reflect on activities and opportunities for innovation.
		5.2	Evaluate activities based on feedback from team members, management, clients and other interested stakeholders.

	5.3	Encourage and implement suggestions for work improvements made by team members.
	5.4	Record and present reviews of the application of innovation and **leadership skills.**
	5.5	Discuss and resolve problems in the use of innovative skills.
	5.6	Review the development process and discuss and analyze the outcomes.
6. Provide feedback on leadership and innovation development.	6.1	Use feedback from the review processes to inform future innovation and leadership planning.
	6.2	Acknowledge different **leadership styles** and their value in the innovative process.
	6.3	Use a variety of **leadership styles** to celebrate successful innovations.

RANGE STATEMENT

All range statements must be assessed:

1.   **Leadership styles:**

- Democratic
- Authoritative
- Laissez faire

2.   **Leadership skills:**

- Motivate
- Communicate
- Analyze
- Adapt
- Organize

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to promote and reinforce the value placed on innovation by the ministry/department.

2. Why it is important to identify and share effective leadership styles and the benefits of innovative work practices within teams.

3. Why it is important to identify leaders who demonstrate a range of leadership styles and provide workgroup members with opportunities to learn from them.

4. How to model and encourage innovative work practices in the team.

5. Why it is important to identify and address barriers to innovation with the team.

6. Why it is important to identify the strengths and weaknesses of individual workgroup members in a manner that takes account of cultural and individual differences and how to do so.

7. Why it is important to develop the performance requirements for the workgroup and how to do so.

8. How to assign roles to team members to match individual capacities and leadership styles.

9. Why it is important to assign team members in a manner that promotes sharing of ideas.

10. Why it is important to include timeframes and resources that allow for innovation in work assignments.

11. Why it is important to structure and allocate work to support innovation and how to do so.

12. Why it is important to communicate work assignments to workgroup members in ways that encourage and reinforce team-based innovation and how to do so.

13. Why it is important to allocate tasks and activities to ensure the best use of team skills.

14. Why it is important to encourage team members to work collaboratively on work assignments and how to do so.

15. Why it is important to encourage team members to seek external knowledge and to set up and maintain networks that support the development of leadership and innovation.

16. Why it is important to provide guidance to team members on the use of innovation skills in ways suited to their current knowledge and experience and how to do so.

17. Why it is important to encourage team members to take on a leadership role at different times throughout work assignments in accordance with their strengths or developmental needs.

18. How to coach team members to ensure that they develop the skills to develop leadership and innovation skills.

19. Why it is important to encourage workgroup members to reflect on activities and opportunities for innovation.

20. Why it is important to evaluate workgroup activities based on feedback from workgroup members, management, clients and other interested stakeholders and how to do so.

21. Why it is important to encourage and implement suggestions for work improvements made by the team and when to do so.

22. Why it is important to record and present reviews of the application of innovation and leadership skills.

23. Why it is important to review the development process and discuss and analyse outcomes.

24. Why it is important to discuss and use feedback from the review processes to inform future innovation and leadership planning and how to do so.

25. Why it is important to acknowledge different leadership styles and their value in providing inspiration or closure at various points in the innovative process.

26. Why it is important to celebrate successful innovations.

27. Why it is important to discuss and resolve problems in the use of innovation skills.

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.

UA05205   **Plan and direct change within the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to implement organizational leadership in change management, through influencing and shaping an organizational culture that is receptive to and embraces the opportunities for change. The unit includes influencing organizational culture, anticipating change and providing strategic leadership in change management.

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. Influence organizational culture.	1.1 Undertake a strategic review of ministry/departmental culture.
	1.2 Identify, support and actively promote the strategic advantages of ongoing change for individuals, groups and the ministry/department.
	1.3 Cultivate an acceptance of new ideas and management methods and challenges to existing practices and structures in managerial practice and decision making.
	1.4 Establish change management activities and related performance indicators for managers, in ministry/departmental strategies, policies and plans, as an ongoing requirement.
	1.5 Identify, develop and deploy staff with a range of attributes that are reflective of a diverse workforce to maximize the ministry/department strategic advantage in dealing with change.
	1.6 Promote learning and development opportunities for managing change in induction and professional development.

2.	Anticipate change.	2.1	Identify the likelihood of significant change for the ministry/department through strategic networking and ongoing consideration of factors that have an impact upon the community, the ministry/department or within the external environment.
		2.2	Consult key stakeholders in identifying external drivers for change and analyze the likely change in relation to its potential effect on ministry/department purpose, functions, structure, strategic objectives and the staff within the ministry/department.
		2.3	Undertake early planning with managers, human resource personnel and other staff to ensure maximum lead time and support for those likely to be affected by change and to allow thoughtful, proactive responses to be generated.
		2.4	Anticipate and plan for **resource** challenges that would affect implementing and sustaining change, in accordance with established procedures and legislative requirements.
3.	Provide strategic leadership in change management.	3.1	Formulate strategic priorities in consultation with key **stakeholders** in the ministry/department and set out a vision for the future that provides challenging but realistic objectives to address change and maximize outcomes.
		3.2	Research and use current best practice information on change management to ensure change is managed effectively for sustained positive outcomes.
		3.3	Use appropriate **leadership style** to assist others to deal with ambiguity and to be creative and innovative in their approaches to dealing with change.

3.4   Design strategies to address the transition from present to future arrangements and provide guidance for dealing with ambiguity in roles, functions, ministry/departmental priorities or structures.

3.5   Monitor organizational culture, business outcomes and client feedback and identify and celebrate positive achievements in accordance with ministry/department policy.

RANGE STATEMENT

All range statements must be assessed:

1. **Resources:**

    *   Human
    *   Financial
    *   Technology

2. **Stakeholders:**

    *   Internal to the ministry/department
    *   External to the ministry/department

3. **Leadership style:**

    *   Democratic
    *   Authoritative
    *   Laissez faire

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What is the ministry/departmental culture.

2.   Why it is important to undertake a strategic review of the ministry/departmental culture.

3.   Why it is important to identify, support and actively promote the strategic advantages of ongoing change.

4.   Why it is important to cultivate the acceptance of new ideas, management methods and challenges into existing practices and structures.

5.   What change management activities and related performance indicators should be established for managers in ministry/departmental strategies, policies and plans.

6.   Why it is important to identify, develop and deploy staff with a range of attributes that are reflective of a diverse workforce and how to do so.

7.   Why it is important to promote learning and development opportunities for managing change in induction and professional development.

8.   Why it is important to identify the likelihood of significant change for the ministry/department through strategic networking and ongoing consideration of factors that have an impact upon the community, the ministry/department or within the external environment.

9.   Why it is important to consult key stakeholders in identifying external drivers for change and to analyze the likely change in relation to its potential effect on the ministry/department.

10. Why it is important to undertake early planning with managers, human resource personnel and staff to ensure maximum lead time and support for those likely to be affected by change.

11. How to anticipate and plan for resource challenges that would affect implementing and sustaining change in accordance with established procedures and legislative requirements.

12. How to formulate strategic priorities and set out a vision for the future in consultation with key stakeholders in the ministry/department.

13. Why it is important to conduct research and use current best practice information on change management to ensure change is managed effectively.

14. Which leadership style should be used to assist others in dealing with ambiguity and to be creative and innovative in their approaches to dealing with change.

15. How to design strategies to address the transition from present to future arrangements and provide guidance for dealing with ambiguity in roles, functions, ministry/departmental priorities or structures.

16. Why it is important to monitor the ministry/departmental culture, business outcomes and client feedback and identify and celebrate positive achievements.

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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
- 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.

UA05305   **Promote and monitor knowledge management within the public sector**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to manage knowledge and information in the business unit to improve productivity and ministry/departmental efficiency; promote innovation and meet business unit goals. It includes establishing the ministry/departmental context for implementing and facilitating knowledge management, developing capability and integrating aspects of knowledge management with information management.
>
> 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. Establish the ministry/departmental context for knowledge management.	1.1 Identify the ministry/departmental history, culture, functions, strategic direction, performance and knowledge resources.
	1.2 Assess the current knowledge management position of the ministry/department and determine the strengths and weaknesses of its knowledge resources and activities.
	1.3 Identify ministry/departmental strategies and goals that may be assisted by the development of ministry/departmental capability in knowledge management.
	1.4 Undertake consultation with **stakeholders** to raise an awareness of knowledge management and to establish goals for the ministry/department.
	1.5 Identify and explore the ministry/departmental cultural aspects of knowledge and knowledge management in the context of the environment and note any special considerations.

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2.	Develop capability in knowledge management.	2.1	Identify and promote the benefits of knowledge management.
		2.2	Facilitate and develop and align knowledge management initiatives with the overall ministry/departmental strategy.
		2.3	Facilitate and develop initiatives to build long-term capability in knowledge management and a culture of sharing knowledge and to create new knowledge in the ministry/department.
		2.4	Build management and stakeholder support for knowledge management initiatives to ensure that immediate successes are transformed into ongoing benefits.
3.	Facilitate knowledge management.	3.1	Facilitate **methods** and **systems** for creating, discovering and acquiring knowledge in the ministry/department.
		3.2	Promote **methods** and **systems** for capturing and storing knowledge.
		3.3	Promote **methods** and **systems** for presenting, distributing and sharing knowledge.
		3.4	Facilitate activities for revising and disposing of knowledge.
		3.5	Encourage staff to connect with and learn from other internal stakeholders.
4.	Integrate aspects of knowledge management with information management.	4.1	Integrate processes for the management of explicit knowledge with the ministry/departmental information management systems.
		4.2	Facilitate the recording and storage of explicit knowledge.
		4.3	Manage knowledge and information to improve their integration and use to meet ministry/departmental goals.

RANGE STATEMENT

All range statements must be assessed:

    1.   **Stakeholders:**

- Internal (all staff within the organisation)
- External to the organisation

    2.   **Methods:**

- Meetings
- Written (Briefs, studies, papers, reports, minutes)
- Research
- Presentations

    3.   **Systems:**

- Electronic
- Paper-based

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to know and understand the ministry/departmental history, culture, functions, strategic direction, performance and knowledge resources.

2. What is the importance of knowledge management within the ministry/department.

3. How to assess the current knowledge management position of the ministry/department and determine the strengths and weaknesses of its knowledge resources and activities.

4. Why it is important to be able to identify the ministry/departmental strategies and goals that would be assisted by the development of ministry/departmental capability in knowledge management.

5. Why it is important to undertake consultation with stakeholders to raise awareness of knowledge management.

6. How to establish goals for the ministry/department.

7. Why it is important to identify and explore the cultural aspects of knowledge and knowledge management in the context of the ministry/departmental environment and note any special considerations.

8. How to identify and promote the benefits of knowledge management within the organisation ministry/department.

9. Why it is important to facilitate, develop and align knowledge management initiatives with the overall ministry/department strategy.

10. Why it is important to facilitate and develop initiatives to build long-term capability in knowledge management.

11. Why it is important to develop a culture of sharing knowledge and creating new knowledge within the ministry/department.

12. Why it is important to build management and stakeholder support for knowledge management initiatives and ensure that immediate successes are transformed into ongoing benefits.

13. Which methods and systems could be used to facilitate the creation, discovery and acquisition of knowledge in the ministry/department.

14. Why it is important to promote the methods and systems for capturing and storing knowledge.

15. Why it is important to present, distribute and share knowledge.

16. Why it is important to facilitate the activities for revising and disposing of knowledge.

17. Why it is important to encourage staff to connect with and learn from other internal stakeholders.

18.   Why it is important to record and store explicit knowledge.

19.   How to manage knowledge and information to improve their integration and use to meet ministry/departmental goals.

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
- 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.

UA05405   **Encourage and facilitate a culture of personal and professional development within the public sector**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to facilitate a culture of personal and professional development. Senior managers are expected to demonstrate behaviour that positively impacts the work culture and the behaviour of others.
	The skills and knowledge described in this unit must be applied in accordance with the legislative, regulatory, policy environment and public sector procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Establish personal work goals.	1.1	Develop a personal work plan to serve as a standard within the workplace.
		1.2	Align personal work goals, plans and activities with the ministry/department goals.
		1.3	Measure and maintain personal performance in varying work conditions.
		1.4	Take initiatives to prioritize and facilitate competing demands to achieve personal, team and ministry/departmental goals and objectives.
2.	Develop and maintain professional competence.	2.1	Assess personal knowledge and skills against **competency standards** to determine development needs, priorities and plans.
		2.2	Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence.
		2.3	Identify, evaluate, select and use **development opportunities** suitable to personal **learning styles** to develop competence.

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	2.4 Develop and maintain networks to enhance personal knowledge, skills and work relationships.
	2.5 Demonstrate an understanding of the global environment and new technology in work activities.
	2.6 Identify and develop new skills to achieve and maintain professional and competitive advantage.
3. Influence groups and individuals.	3.1 Build trust and confidence in and respect of diverse groups and individuals through positive role modelling and effective communication and consultation.
	3.2 Build inclusive teams by encouraging diversity within a culture of equality of opportunity.
	3.3 Embrace, resource and implement improvements to the ministry/department and workplace culture.
	3.4 Encourage others to seek an understanding of the global environment and new technologies in work activities.
	3.5 Confirm that your actions convey flexibility and adaptability to change.
	3.6 Create an environment that supports your accessibility to others.
	3.6 Encourage a culture that embraces considered risk taking.
	3.7 Provide feedback on performance and encourage teambuilding and corporate responsibility.
4. Undertake career planning.	4.1 Communicate to managers and staff, the critical role of career planning in managing the ministry/department human capital.

4.2   Develop a career management policy and identify candidate pools for imminent and longer term future vacancies.

4.3   Develop and agree on career processes and the succession management strategy.

4.4   Use relevant **human resource tools** to undertake career planning.

RANGE STATEMENT

All range statements must be assessed:

1.   **Competency standards:**

- Industry
- Organizational
- Professional

2.   **Development opportunities:**

- Informal
- Formal

3.   **Learning styles:**

- Visual
- Auditory
- Read-write
- Kinesthetic

4.   **Human resource tools:**

- Job description
- Performance management tools
- Personal improvement plans

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to serve as a standard model in the workplace, through personal work planning and how to do so.

2. Why it is important to confirm that personal work goals, plans and activities reflect the ministry/departmental plans and own responsibilities and accountabilities and how to do so.

3. Why it is important to measure and maintain personal performance in varying work conditions and how to do so.

4. Why it is important to take the initiative to prioritize and facilitate competing demands to achieve personal, team and ministry/departmental goals and objectives and how to do so.

5. Why it is important to assess personal knowledge and skills against competency standards to determine development needs, priorities and plans and how to do so.

6. Why it is important to seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence and how to do so.

7. Why it is important to identify, evaluate, select and use development opportunities suitable to personal learning styles to develop competence and how to do so.

8. Why it is important to develop and maintain networks to enhance personal knowledge, skills and work relationships and how to do so.

9. Why it is important to identify and develop new skills to achieve and maintain a competitive advantage.

10. Why it is important to demonstrate understanding of the global environment and new technology in work activities.

11. Why it is important to build trust and confidence in and respect of diverse groups and individuals through positive role modelling and effective communication and consultation and how to do so.

12. Why it is important to build teams that are inclusive by encouraging diversity within a culture of equality of opportunity.

13. Why it is important to embrace, resource and implement improvements to ministry/department and workplace culture.

14. How to ensure actions convey flexibility and adaptability to change and accessibility.

15. Why it is important to create an environment that supports your accessibility to others.

16. Why it is important to encourage a culture that embraces risk-taking.

15. Why it is important to provide feedback on performance and encourage teambuilding and corporate responsibility and how to do so.

16. Why it is important to communicate the critical role of succession planning in managing the organization's intellectual capital to managers and staff and how to do so.

17. How to develop a succession management strategy and identify candidate pools for imminent and longer term future vacancies.

18. Why it is important to develop and agree on succession processes and the succession management strategy.

19. How to use the results of relevant human resource tools to undertake succession planning.

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.

UA00404   **Communicate with others to build trust within 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 organization appropriately and communicate the vision and purpose of the ministry/department 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, support and make any required adjustments to meet the communication needs of co-workers, customers and external stakeholders.

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	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/department requirements and follow up on decisions made.
	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 and upholds rights.

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 to defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with ministry/departmental 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/departmental 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.

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UA05505   **Maintain financial controls and systems within own area of responsibility**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to analyse organizational issues, develop linkages between strategic planning and financial management, establish and maintain strategies to address risk management, determine resource requirements in financial terms, prepare tenders and estimates and determine the current resource position of the ministry/department.
>
> The knowledge and skills described in this unit must be applied in accordance with the legislative, regulatory, policy environment and public sector procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Develop linkages between strategic planning outcomes and financial management processes

1.1 Obtain information on the programmes, projects and financial needs of the ministry/department.

1.2 Provide effective financial management oversight within the ministry/department and programme structures to enable outcomes to be achieved.

1.3 Structure financial processes to ensure manageable linkages to program outputs while retaining internal controls in accordance with ministry/departmental **policy and procedures**.

1.4 Arrange the activities to be implemented into programs and sub-programs to reflect logical groupings of ministry/departmental objectives that address current government policy and strategy.

1.5 Develop **linkages** to outputs and outcomes in accordance with ministry/departmental business and national strategic plans.

2.	Establish and maintain a financial risk management strategy	2.1	Identify and measure current and potential risks, actions and resources that appear not to add value against the strategic priorities.
		2.2	Encourage others to implement and monitor cost effective policies and procedures for minimizing and managing risks.
		2.3	Document and review financial risk management practices in accordance with ministry/departmental requirements.
		2.4	Identify and provide resources to assist staff to effectively manage risks.
3.	Establish resource requirements in financial terms.	3.1	Establish resource requirements in terms of physical assets, technology and human resources and in accordance with program requirements.
		3.2	Use financial analysis techniques to evaluate and approve alternative and new resource allocation proposals.
		3.3	Establish processes to allocate resources efficiently, effectively and economically in accordance with prioritized strategic and operational plans.
		3.4	Establish **service delivery requirements** in accordance with programme requirements.
		3.5	Develop a strategic asset plan, submit for **approval** and maintain in accordance with ministry/departmental policies and procedures.
4.	Appove tenders and estimates	4.1	Approve the costing and preparation of tenders and estimates in accordance with budgetary processes, requirements and ministry/departmental policies and procedures.
		4.2	Link tenders and estimates to organizational priorities and national policies taking into account resource constraints.

		4.3	Review prepared estimates to ensure they reflect contractual commitments and revenue.
		4.4	Prepare programme budget document to justify tenders and estimates in accordance with budget guidelines.
5	Comply with financial laws and regulations.	5.1	Prepare financial statements and information in accordance with the accounting policies for financial reporting.
		5.2	Supervise and monitor the **duties and responsibilities** of the accounting officer.

RANGE STATEMENT

All range statements must be assessed:

1. **Policy and procedures:**

   - The Constitution
   - Financial management acts and regulations
   - Financial administration and audit acts
   - Government financial policy statements and guidelines
   - Annual budget estimate circular
   - Instructions issued by the Director of Finance

2. **Linkages:**

   - Intra-government
   - Public and private partnerships

3. **Service delivery requirements:**

   - Outputs, outcomes and impact
   - Quantity and quality
   - Timeliness
   - Cost
   - Location (point of delivery)

4. **Approval:**

   - Programme or sub-program level or output/outcome
   - Business unit
   - Organisational level (i.e.Permanent Secretary, Minister)
   - Government level (Estimates committee, cabinet, parliament)

5. **Requirements:**

   - Zero-based budgeting
   - Activity-based costing
   - Cash flow management
   - Multi-year budgeting
   - Programme budget document

6.   **Duties and responsibilities:**

- Collect revenue
- Control expenditure
- Accounting for money
- Procurement of services and supplies
- Awarding contracts

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to supervise and monitor the duties and responsibilities of an accounting officer and how to do so.

2. What are the duties of an accounting officer.

3. Who is the financial management authority and what are the programme structures within the ministry/department.

4. What are the structured financial processes used to ensure manageable linkages to programme outputs.

5. Why it is important to retain internal controls in accordance with ministerial/departmental policy and procedures and how to do so**.**

6. Why it is important to arrange activities to be implemented into programs and sub-programs to reflect logical groupings of organizational objectives that address current government policy and strategy.

7. Why it is important to develop linkages to outputs and outcomes in accordance with the ministry/departmental business and national strategic plans and how to do so.

8. Why it is important to identify and measure current and potential risk exposures, including alternative profiles.

9. Why it is important to implement and monitor cost effective policies and procedures for minimizing and managing risks and how to do so.

10. Why it is important to document and review financial risk management policies and practices in accordance with ministry/departmental requirements and how to do so.

11. How to identify and provide resources to assist staff to effectively manage risks.

12. Why it is important to establish resource requirements in terms of physical assets, technology and human resources in accordance with program requirements.

13. Which financial analysis techniques should be used to evaluate and approve alternative and new resource allocation proposals.

14. Why it is important to establish processes to allocate resources efficiently, effectively and economically in accordance with prioritized strategic and operational plans.

15. Why it is important to establish service delivery requirements.

16. Why it is important to develop, submit and maintain a Strategic Asset Plan for approval in accordance with ministry/departmental policies and procedures.

17. Why it is important to cost and prepare tenders and estimates in accordance with budgetary processes and ministry/departmental policies and procedures and how to do so.

18. Why it is important to link tenders and estimates to ministerial/departmental priorities and national policies and how to do so.

19. Why it is important to take account of resource constraints.

20. Why it is important to prepare estimates to reflect contractual commitments and revenue.

21. Why it is important to prepare the programme budget document to justify tenders and estimates in accordance with budget guidelines and how to do so.

22. Why it is important to prepare financial statements and information in accordance with the accounting policies for financial reporting 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
- 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.

UA05605	**Promote and support performance management within the public sector**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage a ministry/department's performance management system to review and enhance employee performance. It includes implementing the existing performance management framework and processes.

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

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Create a strong performance culture.	1.1 Adopt a leadership position which reflects an understanding of the strategic advantage of a strong performance culture to the ministry/department.
	1.2 Agree with others on a clear mission where direction and priorities are established and agreed in order to maximize service delivery.
	1.3 Design and insert performance indicators into ministry/departmental strategies and policies to facilitate the staff's ability to attain the ministry/department objectives.
	1.4 State the strategic priorities in terms of tasks and duties in relation to job roles and standards.
	1.5 Demonstrate timekeeping, drive and commitment to meeting the ministry/departmental goals to others.
	1.6 Create a culture of performance, productivity, excellence and accountability by clarifying the goals and methods of the performance management framework to employees.

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	1.7	Promote the performance management framework to stakeholders.
	1.8	Arrange training or instruction on using the performance management framework.
2. Implement performance management framework and processes.	2.1	Implement the performance management framework in accordance with existing guidelines.
	2.2	Implement the framework based on the principles of equity and fairness.
	2.3	Check that performance appraisal meetings are held in line with ministry/departmental timeframes, that correct documentation has been completed and necessary parties have recorded the agreement.
	2.4	Check that appropriate ministry/departmental procedures for providing feedback and coaching have been followed for acknowledging good performance and addressing under-performance.
	2.5	Provide advice and support where there is dissention about performance appraisal outcomes.
	2.6	Facilitate ongoing two-way communication between the performance manager, the employee, key stakeholders and clients.
	2.7	Provide **information** and advice to facilitate the effective implementation of the processes within the agreed specified timeframe.
3. Monitor implementation of performance management framework and processes.	3.1	Monitor the effectiveness of performance management framework and processes in accordance with ministry/departmental **policy.**
	3.2	Monitor and formulate a response to **external or internal trends or events** which have an effect on the ministry/department performance management framework and processes.

3.3   Monitor processes to gauge their effectiveness in providing support to staff involved in implementation.

3.4   Monitor, identify and celebrate ministry/department culture, working relationships, outcomes and stakeholder feedback.

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RANGE STATEMENT

All range statements must be assessed:

1.   **Information:**

- Written documentation
- Manuals (policy and procedure statements, guides, information brochures and pamphlets)
- Oral advice and guidance
- Meetings (one-on-one, small groups)
- Telephone contact and/or electronic mail
- Training programs

2.   **Policy:**

- Performance Review and Development System
- Public Service Act

3.   **Internal and external trends or events:**

- Emerging human resource development needs
- Changed financial or political circumstances
- Organizational restructuring
- Changes in customers' needs
- Labour market

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to adopt a leadership position which reflects an understanding of the strategic advantage of a strong performance culture to the ministry/department.

2. Why it is important to agree with others a clear mission where direction and priorities are established and agreed in order to maximise service delivery.

3. Why it is important to insert performance indicators into ministry/departmental strategies and policies to facilitate staff's ability to attain the ministry/departmental objectives.

4. Why it is important to state the strategic priorities in terms of tasks and duties in relation to job roles and standards.

5. Why it is important to demonstrate, timekeeping, drive and commitment to meeting the ministry/departmental goals to others.

6. Why it is important to create a culture of performance, productivity, excellence and accountability by clarifying the goals and methods of the performance management framework to employees and how to do so.

7. Why it is important to promote the performance management framework to stakeholders.

8. Why it is important to arrange training or instruction on using the performance management framework.

9. Why it is important to implement the performance management framework in accordance with existing guidelines.

10. Why it is important to implement the framework based on the principles of equity and fairness.

11. Why it is important to check that performance appraisal meetings are held in line with ministry/departmental timeframes, that correct documentation has been completed and necessary parties have recorded agreement.

12. Why it is important to check that appropriate ministry/departmental procedures have been followed for acknowledging good performance and addressing under-performance and how to do so.

13. Why it is important to provide advice and support where there is dissent about performance appraisal outcomes and how to do so.

14. Why it is important to facilitate ongoing two-way communication between the performance manager, the employee, key stakeholders and clients.

15. Why it is important to provide information and advice to facilitate effective implementation within the agreed specified timeframe.

16. Why it is important to monitor the effectiveness of performance management framework and processes in accordance with organizational policy and how to do so.

17. Why it is important to monitor and formulate a response to external or internal trends or events which have an effect on the ministry/departmental performance management framework and processes.

18. Why it is important to monitor the processes to gauge their effectiveness in providing support to staff involved in the implementation.

19. Why it is important to monitor, identify and celebrate organizational culture, working relationships, outcomes and stakeholder feedback 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.

UA5705   **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 requirement 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 compliance with legislative requirements.	3.1 Identify and discuss with others, actions that may constitute breaches of legislation.

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3.2   Act upon or promptly refer possible breaches of legislation to an authorised 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
- Flexitime 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 the legislative process.

2. Why it is important to update knowledge of the range on 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 authorised 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.

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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.

Level 5 — Glossary of Terms

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.

Level 5 Glossary of Terms

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.

Level	
5	**Glossary of Terms**

Supplementary evidence

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

Underpinning knowledge

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

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)