



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Industrial Relations

Level 3

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Qualification Overview

NVQB

in

Industrial Relations

Level 3

Qualification Overview

The work of Industrial Relations Officers (IROs) varies in accordance with the organization in which they are employed. It is usually called employment or employee relations as they are required to manage employment conditions and related issues. Some tasks that may be performed include providing advocacy and mediation services, assisting in the resolution and prevention of conflict to minimize industrial disputes, developing policies and practices to aid in maintaining a consistent strategic direction, whilst adhering to good practice and legislative requirements. Industrial relations representatives can be employed in large private or public organisations, employer associations, unions or government.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The NVQB in Industrial Relations is aimed at persons who are involved in managing employment conditions and other employee related issues. Candidates will be expected to encourage effective organisational practices and contribute to representing employers and employees in industrial negotiations. The qualification is designed for individuals who have industrial relations responsibilities but no formal training or certification and are serious about developing their abilities.

Jobs within the occupational area

The qualification may be appropriate for:

- Industrial Relations Officers
- Employee Relations Officers
- Labour Management Advisors
- Shop Stewards
- Labour Officers
- Human Resources Managers

A04203 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

INDUSTRIAL RELATIONS – LEVEL 3

To achieve a full award, candidates must complete all thirteen (13) Mandatory units.

Mandatory Units (All must be completed)	<u>CODES</u>
1. Support the implementation of employee and industrial relations procedures	U73803
1.1 Communicate and implement employee relations policies and procedures	
1.2 Contribute to minimizing industrial relations conflict	
1.3 Enhance employee relations	
2. Provide information and advice on industrial relations matters	U73903
2.1 Obtain, provide and interpret information about service	
2.2 Present information to groups	
2.3 Support and advise individuals on matters of concern	
3. Apply workplace dispute-resolution procedures	U74003
3.1 Select and explain dispute-resolution procedures	
3.2 Identify and clarify the nature of workplace disputes	
3.3 Implement dispute-resolution procedures	
3.4 Report on and evaluate resolution procedures	
4. Advocate and present cases	U74103
4.1 Utilize and promote employment rights and conditions	
4.2 Apply dispute resolution process to grievances and disputes	
4.3 Advocate cases	
5. Prepare and present information for dissemination	U74203
5.1 Prepare information	
5.2 Present information	
5.3 Participate in work activities	
5.4 Contribute to media presentations	
6. Lead in a democratic environment	U74303
6.1 Encourage others to contribute to consultations and initiatives	
6.2 Build networks	
6.3 Develop leadership ability	

Mandatory Units (All must be completed)	<u>CODES</u>
7. Contribute to effective administration	U74403
7.1 Initiate and maintain networks	
7.2 Lead meetings and discussions	
7.3 Organize and service meetings and committees	
8. Contribute to resolution of industrial disputes in the workplace	U74503
8.1 Work closely with members during disputes	
8.2 Follow dispute procedures	
9. Lead workplace negotiations	U74603
9.1 Contribution to workplace negotiations	
9.2 Advise on the acceptance of workplace offers and agreements	
9.3 Advise on and refer cases to conciliation and mediation services	
10. Prepare for, advise on and support workplace negotiations	U74703
10.1 Obtain, interpret and summarise information to support negotiations	
10.2 Advise on the conduct and strategy of negotiations	
10.3 Advise and contribute to negotiating teams	
10.4 Finalise and record agreements	
11. Contribute to the formulation and implementation of the collective bargaining strategy	U74803
11.1 Promote and enlist support for collective bargaining issues	
11.2 Contribute to the development of a workforce collective bargaining agenda	
12. Promote the safety and health interests of persons in the workplace	U74903
12.1 Develop strategies for representing safety and health issues at work	
12.2 Obtain information about safety and health and advise members	
12.3 Encourage others to support safety and health procedures	
12.4 Review strategies for safety and health	
13. Communicate to develop and maintain networks and relationships	U78103
13.1 Communicate ideas and information	
13.2 Develop trust and confidence	
13.3 Develop and maintain networks and relationships	
13.4 Manage difficulties into positive outcomes	

U73803

Support the implementation of employee and industrial relations procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to communicate and implement employee and industrial relations policies and procedures. It covers communicating and implementing employee relations policies and procedures that meet legal requirements, assisting in dealing with employee relations conflicts and issues, and methods of working towards a harmonious industrial relations climate in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communicate and implement employee relations policies and procedures | 1.1 Source and disseminate relevant legislation, agreements, policies and procedures to persons and groups as required.
1.2 Implement agreements, policies and procedures according to site, enterprise and statutory requirements .
1.3 Support workplace strategies to effectively communicate with relevant persons and groups on employee relations.
1.4 Promote organizational employee relations procedures to relevant persons and groups .
1.5 Appropriately represent the organization in discussions with key stakeholders. |
| 2. Contribute to minimizing industrial relations conflict | 2.1 Monitor the implementation of industrial relations policies and procedures .
2.2 Accurately complete documentation and reports to management and other relevant parties about potential industrial relations conflict.
2.3 Support managers in managing industrial relations conflict within the limits of their own authority. |

- 2.4 Prevent the escalation of industrial relations conflict through the resolution of personal grievances.
 - 2.5 Source specialist **industrial relations expertise.**
3. Enhance employee relations
- 3.1 Implement strategies to facilitate constructive feedback on employees' work.
 - 3.2 Implement strategies to strengthen relationships with relevant **persons and groups.**
 - 3.3 Provide information and feedback to management on employee relations.
 - 3.4 Provide information and advice on industrial relations matters to relevant **persons and groups.**

RANGE STATEMENT

All range statements must be assessed:

1. Relevant legislation, agreements, policies and procedures:

- Diversity and leave policies
- Employment contracts
- Collective agreements (enterprise and workplace agreements)
- Industrial awards, orders and decisions
- Industrial relations legislation
- Reasonable adjustments for workers with disabilities
- Safety and health policies and procedures
- Social partnership agreements and protocols

2. Persons and groups:

- Employee representatives
- Employer representatives
- Union representatives

3. Site, enterprise and statutory requirements:

- Award and enterprise agreements, relevant industrial instruments
- Dispute settlement procedures
- Grievance mechanisms
- Relevant industry codes of practice
- Relevant legislation
- Anti-discrimination
- Reporting channels and procedures

4. Management:

- Chief executive officer, board and other senior managers
- Industrial relations, human resources manager
- Line managers

5. Industrial relations expertise:

- Industrial relations/Alternative Dispute Resolution consultants
- Industrial relations and employment lawyers
- Industry bodies or Chambers of Commerce
- Human Resources Officers and Managers
- Unions
- Industrial Relations government agencies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the grievance resolution policies and procedures.
2. What are the employee and industrial relations policies and procedures such as enterprise agreements and bargaining.
3. What are the relevant legislations, codes of practice and national standards relevant to the role of the employee representatives and employee organizations, such as:
 - Equal employment opportunity and anti-discrimination
 - International industrial relations systems where work undertaken has an international focus or context
 - Workplace safety and health
 - Relevant industrial relations systems and legislation
4. How to use literacy and verbal communication skills to present information and review complex documents from a range of sources.
5. What negotiation and conflict resolution skills are needed to deal with sensitive information and resolve issues.
6. How and when to source relevant legislation agreements, policies and procedures and how these should be disseminated.
7. How to promote employee relations policies:
 - How to monitor implementation of policies and procedures.
 - How to support management of industrial relations conflict within limits of own authority.
8. Who and where to source industrial relations expertise.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

U73903**Provide information and advice on industrial relations matters**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to present information to groups about services while supporting and advising individuals on matters of personal concern.

This unit is appropriate for persons who are updating, sourcing and interpreting information and advising persons.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. Obtain, provide and interpret information about service | 1.1 Identify and access sources of information and services. |
| | 1.2 Provide individuals with accurate summary information about relevant services. |
| | 1.3 Anticipate the potential needs of individuals for information and advice. |
| | 1.4 Clarify and interpret information upon request. |
| | 1.5 Establish and maintain the database and ensure that it is kept current with relevant information. |
| | 1.6 Promptly answer requests for information and advice. |
| | 1.7 Give clear advice that is appropriate to circumstances and conforms to industrial relations policies and procedures. |
| | 1.8 Request information from specialist services where information needed exceeds own knowledge and responsibilities. |
| 2. Present information to groups | 2.1 Select and prepare appropriate location, facilities and equipment for presentation. |

- 2.2 **Present** accurate information in a manner and style that is appropriate to the needs and capabilities of the group and is sensitive to equality, gender and cultural issues.
 - 2.3 Use appropriate technology to make a presentation of information requested.
 - 2.4 Encourage participants to ask questions, seek clarification and provide feedback where appropriate.
 - 2.5 Provide clear and accurate supplementary and summary information to support key points.
3. Support and advise individuals on matters of concern
 - 3.1 Encourage individuals with problems to explain the nature of the problem.
 - 3.2 Ask questions in a manner that avoids unnecessary embarrassment and does not breach confidentiality.
 - 3.3 Explain factors which may have caused changes and manage outcomes and expectations.
 - 3.4 Encourage and support individuals to select and evaluate appropriate materials.
 - 3.5 Obtain additional resources and pass on to individuals where the resolution of problems is not possible.
 - 3.6 Encourage individuals to seek appropriate help and specialist advice.
 - 3.7 Disclose information with the express permission of the individuals.

RANGE STATEMENT

All range statements must be assessed:

1. Sources of information:

- National Employer/employee representative bodies
- International Labour Organizations (ILO)
- Internet
- Industrial Relations government agencies

2. Database:

- Electronic
- Manual

3. Present:

- Verbally
- Written

4. Specialist services :

- Legal
- Medical
- Unions
- Industrial Relations government agencies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What issues and circumstances are likely to be important to the Union, locality and individuals.
2. What specialist information and advisory services are needed.
3. How to adapt information to meet specific needs within Union policy guidelines.
4. What are the different sources of advice and how to refer individuals to other agencies.
5. How to evaluate and summarize information.
6. How to explain and present information clearly to a group.
7. How to select the appropriate requirements for a presentation.
8. How to use presentation equipment, materials and software effectively to provide information.
9. How to encourage participation and free communication without hindrances.
10. What are the existing levels of confidentiality and why do they exist.
11. What is and how to apply data protection and copyright legislation.
12. How to create, maintain and update a database.

EVIDENCE GUIDE

For assessment purposes:

(2) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

U74003

Apply workplace dispute-resolution procedures

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to resolve and advise on the resolution of workplace disputes by applying dispute-resolution procedures that comply with relevant legislation, collective bargaining and agreement procedures. It includes identifying and clarifying workplace disputes, selecting and implementing resolution processes and reporting on and evaluating the effectiveness of processes used.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and explain dispute-resolution procedures | 1.1 Analyze, explain and discuss dispute-resolution procedures with relevant parties.

1.2 Verify and accurately record dispute-resolution procedures according to organizational policies and procedures.

1.3 Determine the roles and responsibilities of parties in the dispute-resolution process and explain to participants.

1.4 Schedule and initiate dispute-resolution procedures according to operating procedures.

1.5 Analyze and explain dispute-resolution procedures conducted by either statutory agencies or external dispute-resolution providers.

1.6 Make referrals to statutory agencies or external dispute-resolution providers as necessary, according to workplace procedures. |
| 2. Identify and clarify the nature of workplace disputes | 2.1 Identify potential and actual workplace disputes , note reported disputes and initiate resolution procedures according to workplace procedures. |

- 2.2 Establish facts and issues surrounding disputes through separate consultations with each disputing party and conduct appropriate organizational research.
 - 2.3 Document, collate and disseminate relevant information to the disputing parties and other appropriate persons according to **organizational and legislative requirements.**
- 3. Implement dispute-resolution procedures
 - 3.1 Employ **communication strategies** during the resolution process to ensure timely progress and promote positive outcomes.
 - 3.2 Facilitate and support negotiation between parties to encourage agreement to a course of action.
 - 3.3 Clarify, document and validate agreed courses of action by all parties or document reasons for failure to agree and close **dispute-resolution procedures.**
 - 3.4 Refer unresolved disputes to the appropriate agency or person according to **organizational and legislative requirements.**
- 4. Report on and evaluate resolution procedures
 - 4.1 Accurately report outcomes of **dispute-resolution procedures** to relevant parties.
 - 4.2 Compare outcomes to objectives and review any issues preventing satisfactory resolution.
 - 4.3 Discuss and report strategies for improving the effectiveness of **dispute-resolution procedures** with relevant parties according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Workplace disputes:

- Wages
- Conditions of employment
- Employee entitlements
- Termination of employment
- Industrial action
- Enforcement and compliance with workplace laws
- Coercion and duress
- Occupational safety and health

2. Organizational and legislative requirements:

- Occupational safety and health procedures
- Disputes-resolution procedures
- Legislation, codes and standards relevant to the workplace
- Contracts, agreements and awards
- Collective agreements

3. Dispute-resolution procedures:

- Domestic consultation
- Mediation
- Assisted negotiation
- Assisted voluntary resolution
- Neutral evaluation
- Case appraisal
- Conciliation
- Arbitration

4. Communication strategies:

- Active listening
- Negotiation
- Dealing with conflicting information
- Paraphrasing
- Questioning

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use conflict-management skills to manage negotiations between opposing parties.
2. What are self-management skills and how to use them to remain impartial and apply protocols related to procedures and workplace communication.
3. How to use analytical skills to clarify the nature of workplace disputes and identify appropriate resolution procedures.
4. How to facilitate complex discussions and negotiations in potentially contentious situations.
5. What is the workplace relations framework and the legislation including conditions, entitlements.
6. What are the roles and responsibilities of stakeholders, including employers, employees, legal representatives, Unions, advisory bodies and other government agencies.
7. What are the workplace policies and procedures in relation to the application of dispute-resolution procedures.
8. What are the legal rights, responsibilities and conduct of the parties involved in workplace disputes.
9. How to apply conflict resolution techniques to settle workplace disputes.

EVIDENCE GUIDE

For assessment purposes:

(3) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74103

Advocate and present cases

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to facilitate employee and employer dialogue and advocate cases on behalf of members.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. Utilize and promote employment rights and conditions | 1.1. Apply employment rights and conditions in a range of workplace environments. |
| | 1.2. Confirm that industrial relations and practices are understood, applied and responded to appropriately. |
| 2. Apply dispute resolution processes to grievances and disputes | 2.1. Use the dispute resolution process to achieve desired outcomes and to respond effectively to the employer or employee. |
| | 2.2. Strategically use dispute resolution powers and procedures . |
| | 2.3. Constructively use appropriate strategies to secure the best outcome for the case. |
| | 2.4. Review progress of cases and employ alternative strategies, if necessary. |
| 3. Advocate cases | 3.1. Conduct the resolution process in accordance with industrial relations procedures. |
| | 3.2. Present the case to establish the purpose and key facts. |
| | 3.3. Seek adjournments in a timely manner, where appropriate. |
| | 3.4. Tender appropriate documentation in accordance with required rules and procedures. |

- 3.5. Refer to relevant decisions and precedents and distinguish appropriately.
- 3.6. Address, neutralize or rebut issues raised in an articulate and sensitive manner.

RANGE STATEMENT

All range statements must be assessed:

1. Dispute resolution powers and procedures:

- Negotiation
- Third party intervention (arbitration, conciliation, mediation)

2. Appropriate strategies:

- Presentation of cases by each party
- Seeking adjournment to reconsider own position in light of arguments and new information
- Using witnesses, to draw out relevant evidence

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to advocate and speak persuasively in formal situations.
2. How to outline key facts of situations using presentation skills.
3. How to negotiate in a tribunal environment.
4. How to assess the merits of various arguments.
5. What are the relevant legislation and regulations relating to industrial relations, occupational safety and health training, equal opportunity and discrimination.
6. What are the relevant employment agreements, awards, terms and conditions of employment.
7. What are the policies, procedures and strategies related to advocating and presenting cases.
8. What are rules of evidence.
9. What are the employment rights and conditions.
10. What is the dispute resolution process.
11. How to use the various types of third party interventions and negotiations.

EVIDENCE GUIDE

For assessment purposes:

(4) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74203

Prepare and present information for dissemination

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for the preparation and presentation of information for dissemination. This activity also covers a wide range of information and opportunities for addressing the media.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare information | <ul style="list-style-type: none"> 1.1 Choose medium: print, broadcast and online, appropriate to the event or message. 1.2 Maximize opportunities for making contact with the media within resource constraints. 1.3 Establish and maintain media contact lists and information. 1.4 Confirm requests to present information on behalf of the organization, with appropriate personnel. |
| 2. Present information | <ul style="list-style-type: none"> 2.1 Confirm that appearances on visual media are appropriate to the type of programme and intended impact. 2.2 Correctly use visual aids and other presentation equipment to enhance the presentation according to the purpose of the presentation. 2.3 Effectively use public speaking skills to engage the audience. 2.4 Positively answer questions presented and take appropriate opportunities to promote policies and positions. 2.5 Make appropriate interventions where necessary to provide balanced information. |
| 3. Participate in work activities | <ul style="list-style-type: none"> 3.1 Analyze activities within the facility for accuracy and currency. |

- 3.2 Adapt information for a **range of clients**.
 - 3.3 Prepare information for signage and other text based resources.
- 4. Contribute to media presentations
 - 4.1 Clarify workplace policies on staff interaction with the media.
 - 4.2 Confirm that interview techniques and media presentation protocols comply with workplace policies.
 - 4.3 Make contributions to the preparation of information for media releases and interviews.

RANGE STATEMENT

All range statements must be assessed:

1. Organizations:

- Union
- Company

2. Questions:

- Intimidatory
- Hostile
- Rational
- Leading

3. Public speaking skills:

- Body language
- Eye contact
- Voice control

4. Visual aids:

- Animation
- Charts
- Electronic presentations
- Handouts
- Slides

5. Presentation equipment:

- Information communication technology
- Mobile microphones
- Props
- Projectors

6. Range of clients:

- Internal
- External

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles of effective presentation.
2. How to produce effective presentations.
3. How to send media information briefs and invitations.
4. How to confirm and invite appropriate personnel to presentations.
5. How to use visual aids and other presentation equipment to enhance presentations.
6. How to use public speaking skills to create an impact on the audience.
7. How to respond to questions posed and conduct interviews with the media.
8. What are interpretive activities.
9. How to adapt information to suit client needs and various other media.

EVIDENCE GUIDE

For assessment purposes:

(5) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74303

Lead in a democratic environment

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide leadership in a democratic organization. This unit will assist persons with leadership roles in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1. Encourage others to contribute to consultations and initiatives | 1.1 Encourage innovation and creativity in others in own area of responsibility. |
| | 1.2 Obtain and maintain the trust and support of colleagues. |
| | 1.3 Use a range of methods to communicate with employees. |
| | 1.4 Respond to enquiries in a timely and effective manner. |
| | 1.5 Provide information in a manner which is easily understood. |
| | 1.6 Engage and consult with persons appropriately. |
| | 1.7 Confirm that processes for decision making are open, transparent and informed by policy and relevant legislation. |
| | 1.8 Encourage persons to assist in developing a vision for the future. |
| | 1.9 Develop effective plans to implement the vision. |
| | 1.10 Include policies, practices and procedures in the implementation plan. |
| 2. Build networks | 2.1 Identify opportunities to build appropriate and effective relationships with external agencies and personnel. |

- 2.2 Accurately represent the concerns of the organization at meetings and events.
- 2.3 Build partnerships through networking events.
- 3. Develop leadership ability
 - 3.1 Effectively lead persons through any difficulties, challenges and conflicts.
 - 3.2 Utilize appropriate **leadership styles**.
 - 3.3 Effectively delegate work according to organizational procedures.
 - 3.4 Achieve objectives through appropriate motivation and support of persons within own area of responsibility.
 - 3.5 Recognize the achievements of persons.
 - 3.6 Recommend opportunities for development to persons.
 - 3.7 Obtain regular feedback and review of performance and use to improve self.
 - 3.8 Acknowledge equality and diversity and encourage team effort

RANGE STATEMENT

All range statements must be assessed:

1. Range of methods:

- Verbal
- Electronic

2. Communicate:

- Verbal
- Non-verbal

3. Opportunities:

- Networking meetings
- Social media

4. Leadership styles:

- Visionary
- Coaching/transformational
- Democratic
- Authoritative/autocratic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the differences between management and leadership.
2. What are the principles of leadership.
3. What is the structure of the decision making process of the Union and your organization.
4. What is your responsibility, and those of others, as a leader.
5. How to communicate effectively with persons in your team and what are the various methods of communication available to you.
6. How to listen effectively.
7. How to determine what potential impact changes will have on others and what methods and models are available to manage these changes.
8. How to delegate effectively.
9. How to motivate individuals.
10. What networks and contacts are available to support your work.
11. How to identify potential future leaders.
12. How to support individuals to achieve their potential.
13. What are the Union and organizational policies on equality and diversity.

EVIDENCE GUIDE

For assessment purposes:

(6) Critical Aspects of Evidence

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

(7) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(8) 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, products 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.

U74403

Contribute to effective administration

Unit Descriptor:

This unit describes the, knowledge skills and attitudes required in the application of procedures and systems. It involves the development of communication networks and work with groups to solve problems. It includes organizing and conducting meetings, producing written correspondence, as well as recording and storing information.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. Initiate and maintain networks | 1.1 Select, join and utilize suitable networks which are compatible with existing policy and representative interests. |
| | 1.2 Maintain complete contact lists for circulation of appropriate and relevant information. |
| | 1.3 Seek opportunities for personal and professional growth from participation in network groups. |
| | 1.4 Obtain expert advice through consultation with contacts made in network groups. |
| 2. Lead meetings and discussions | 2.1 Invite persons who are appropriate to the context and purpose of the meeting. |
| | 2.2 Establish the purpose of meeting with other group members at outset. |
| | 2.3 Clearly and accurately present information and summaries at an appropriate time. |
| | 2.4 Adopt leadership styles which assist group members to fully contribute. |
| | 2.5 Sensitively discourage unhelpful arguments and digressions. |
| | 2.6 Take decisions which fall within the group's authority. |
| | 2.7 Accurately record decisions and pass necessary information to the appropriate people. |

3. Organize and service meetings and committees
 - 3.1 Make a decision on the **type of meeting** necessary.
 - 3.2 Coordinate meetings according to organizational policies and procedures.
 - 3.3 Accurately prepare agendas, minutes and papers according to organizational procedures.
 - 3.4 Encourage participants at meetings to make relevant and appropriate contributions.
 - 3.5 Accurately record action points arising from meetings according to organizational procedures.
 - 3.6 Reach consensus on further action that is required.

RANGE STATEMENT

All range statements must be assessed:

1. Network(s):

- Social
- Professional
- Memberships

2. Contact lists:

- Electronic
- Hard copy

3. Opportunities:

- Networking meetings
- Social media

4. Type of meeting:

- Formal
- Informal

5. Roles:

- Chairman
- Secretary
- Treasurer
- Floor member voting
- Floor member non-voting

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are alternative methods of networking.
2. How to use effective communication skills and technologies.
3. How to get help from network members.
4. Which networks will be useful and how to utilize them to maximize gain.
5. What are the barriers to participation and communication and the potential ways of overcoming them.
6. What communication skills and technologies are used to record and prepare for meetings.
7. How to effectively use resources to maximize outcomes of meetings.
8. How to conduct effective meetings which are kept to time.
9. How to get help from network members.
10. What is the role of various persons in meetings.
11. Why notes of meetings and agreed action points need to be kept.
12. What is the need for rules and standing orders.
13. What are levels of confidentiality and why do they exist.
14. What are the various types of leadership styles and when to use them.

EVIDENCE GUIDE

For assessment purposes:

(9) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74503

Contribute to the resolution of industrial disputes in the workplace

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work in a role that involves assisting in the resolution of industrial disputes.

It also covers working closely with group members during a dispute while following dispute procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work closely with groups during disputes | <ul style="list-style-type: none"> 1.1 Accurately collect and evaluate views of members as the dispute progresses. 1.2 Provide advice to members on the legal framework applied to disputes and legal consequences of breaches as well as proposed action. 1.3 Provide suitable support within the constraints of policy and available resources for members involved in disputes. 1.4 Maintain regular contact with members and promptly disseminate relevant information regarding proposals and changed circumstances. |
| 2. Follow dispute procedures | <ul style="list-style-type: none"> 2.1 Confirm that the initiation of industrial action meets procedural requirements and seek approval for specific action according to organizational policies and procedures. 2.2 Collate, accurately summarize and present the results of consultations to relevant parties. 2.3 Discuss appropriate materials for publicity with relevant persons. 2.4 Investigate proposals which are likely to be acceptable for resolving the dispute. 2.5 Regularly review the conduct of parties in the dispute against accepted codes of practice, agreements, procedures and legal requirements. |

- 2.6 Share accurate summary information about the outcome of the **dispute** with interested parties.

RANGE STATEMENT

All range statements must be assessed:

1. Support:

- Legal
- Non-legal

2. Resolving the dispute:

- Collective bargaining
- Conciliation and mediation
- Arbitration (voluntary and compulsory)
- Court action

3. Disputes:

- Strikes/boycotts/picketing
- Slowdowns/work to rule
- Lockouts

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify and select from appropriate sources, information relevant to workplace disputes.
2. How to develop a suitable strategy for the resolution of disputes.
3. How to identify and apply policies and practices to workplace disputes.
4. How to select appropriate methods of monitoring views and expectations of members.
5. How to identify and gain realistic and acceptable results in relation to disputes.
6. How to evaluate the consistency and resilience of parties' position and probe for possible movement on the said position.
7. When to suggest temporary adjournments in negotiation.
8. How to identify types of outcomes which might set precedents.
9. How to identify and work within codes of practice, agreements' procedures and legal requirements which affect workplace disputes.

EVIDENCE GUIDE

For assessment purposes:

(10) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on at least two occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **should be used**, in exceptional circumstances where natural work evidence is unlikely to occur.

U74603

Lead workplace negotiations

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to negotiate agreements with others. It also describes the requirements for contributing to negotiations and advising on the acceptance of offers and agreements as well as referring cases to conciliations and arbitration.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|-----------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Contribute to workplace negotiations | 1.1 | Agree the negotiation strategy based on a realistic assessment of the situation. |
| | 1.2 | Adopt established negotiation principles which are only broken where alternative action is likely to further the claim and is agreed in advance with the team. |
| | 1.3 | Provide complete and accurate submissions along with clear rationale within agreed timelines. |
| | 1.4 | Provide claims which are matched to favourable comparative data and are based on agreed demands and expectations. |
| | 1.5 | Compare written proposals and responses with anticipated best results and accept if expectations are met. |
| | 1.6 | Draft written responses to proposals in a language and style which is unambiguous and designed to maintain respect and trust. |
| | 1.7 | Clarify responses from other parties and counter with relevant additional information and arguments. |
| | 1.8 | Ask appropriate questions to test the consistency and resilience of the position taken and probe for possible movement. |

-
- 1.9 Recommend **additional action** to representatives according to the procedure where the team determines that no additional offers or agreements are within the acceptable parameters.
 - 1.10 Accurately minute results of negotiations and promptly pass to all **relevant parties**.
 - 2. Advise on the acceptance of workplace offers and agreements
 - 2.1 Select criteria which enable a realistic **evaluation** of offers which optimize the total package, against the continuation of negotiations.
 - 2.2 Carefully check offers against relevant legislation, procedures and agreements and identify and summarize any variances.
 - 2.3 Prioritize elements of the offer in line with members' expressed preferences and existing policy.
 - 2.4 Recommend for acceptance the offers which are judged to be the best.
 - 2.5 Explore and clearly identify the advantages and disadvantages of realistic **alternative strategies** and actions, where offers are not sufficient to meet expectations.
 - 2.6 Consult members on the acceptability of offers, draft agreements, **alternative strategies** and actions.
 - 3. Advise on and refer cases to conciliation and mediation services
 - 3.1 Explore opportunities to **resolve disputes** when negotiations have broken down.
 - 3.2 Provide complete and accurate information on the dispute to relevant persons.
 - 3.3 Use opportunities to obtain and give relevant information to parties during the process.

RANGE STATEMENT

All range statements must be assessed:

1. Negotiation principles:

- Establish bargaining range
- Identify leveraging power
- Identify decision making power

2. Additional action:

- Strikes/boycotts/picketing
- Slowdowns/work to rule
- Lockouts

3. Relevant parties:

- Negotiator
- Shop steward
- Human Resources Manager and or representative

4. Evaluation:

- Statistical
- Face value

5. Alternative strategies:

- Offer or bargain
- Referral
- Mediation

6. Resolve disputes:

- Collective bargaining
- Conciliation and mediation
- Arbitration (voluntary and compulsory)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are suitable negotiation strategies for the workplace.
2. What are the policies and practices in relation to workplace negotiations.
3. What are appropriate methods for monitoring views of members.
4. What are realistic and acceptable best results, opening offers, team roles and responsibilities and appropriate practices and tactics for negotiation.
5. How to determine team assessment of the likely outcome of the process and the response of employer and members.
6. What are the appropriate questions which test the party's position and possible movement.
7. How to use adjournments at appropriate points in the negotiation.
8. What information might be useful for national negotiations and how to present the appropriate comparative information relevant to the negotiations.
9. What are the circumstances under which normal procedures and conventions might be broken.
10. What are the appropriate criteria to evaluate offers.
11. What kinds of proposals might set precedents.
12. What are the Union procedures for ratification of agreements.
13. What are the circumstances under which to recommend arbitration and conciliation and when to break negotiation conventions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74703

Prepare for, advise on and support workplace negotiations

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare for, advise on and support workplace negotiations. The unit also covers obtaining information to support negotiations as well as the tasks involved in finalizing and recording workplace agreements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Obtain, interpret and summarize information to support negotiations | 1.1 Identify, regularly consult, accurately summarize and appropriately circulate relevant sources of information for supporting negotiations. |
| | 1.2 Obtain, analyze and regularly update valid and reliable economic and financial information . |
| | 1.3 Regularly consult colleagues and representatives to obtain accurate local information on comparative terms and conditions. |
| | 1.4 Consult appropriate specialists and make direct requests where additional information is required. |
| | 1.5 Summarize and provide relevant and accurate information in a manner, format and style that support negotiations. |
| 2. Advise on the conduct and strategy of negotiations | 2.1 Provide representatives with advice to enable them to make a realistic judgment of likely responses leading to a justified and reasoned argument. |
| | 2.2 Agree a negotiating strategy based on realistic assessment of the strengths and weaknesses of the negotiating team. |
| | 2.3 Encourage the negotiating team to consult with, inform and involve other relevant persons in pursuance of agreed strategies. |

3. Advise and contribute to negotiating teams
 - 3.1 Agree negotiation strategies designed to maximize success and advise representatives accordingly.
 - 3.2 Confirm that negotiating conventions are broken only in instances where alternative action is likely to enhance claim.
 - 3.3 Confirm that notes on progress, points of agreement and outcomes of negotiations are complete and accurate.
 - 3.4 Compare responses and proposals with anticipated best results and accept written confirmation if expectations are met.
 - 3.5 Recommend and agree realistic **contingency action** with representatives in the event of a failure to agree.
4. Finalize and record agreements
 - 4.1 Prepare agreements which meet all relevant criteria in a suitable format and make accurate modifications to any documents, existing agreements and procedures which are affected by the new agreement.
 - 4.2 Draft accurate formal letters and promptly **communicate to relevant persons**.
 - 4.3 Accurately record the content and process leading to agreements in the internal information systems and make available to others.

RANGE STATEMENT

All range statements must be assessed:

1. Economic and financial information:

- Wage and salary comparators (national & regional)
- Inflation rate
- Unemployment rate
- Contraction of economy

2. Relevant persons:

- Officers
- Specialists

3. Contingency action:

- Referrals
- Industrial action

4. Communicate:

- Verbally
- Non-verbally

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What constitutes information appropriate to workplace negotiations.
2. What information and sources of support are required in relation to workplace negotiations.
3. What range of skills are required during negotiations.
4. How to advise representatives and members.
5. How to interpret company reports and accounts.
6. What are justifiable and reasoned arguments.
7. What are established negotiating conventions and when they may be broken.
8. What are relevant employment law, codes of practice, procedures and agreements which apply to Union workplace negotiations and disputes.
9. What are the policies and practices in relation to workplace negotiations.
10. What are the circumstances under which normal procedures and principles might be broken.
11. What are the procedures for ratification of agreements.

EVIDENCE GUIDE

For assessment purposes:

(12) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74803

Contribute to formulation and implementation of a collective bargaining strategy

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to promote and gain support for collective bargaining issues and contribute to the broader collective bargaining agenda.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Promote and enlist support for collective bargaining issues | <ul style="list-style-type: none"> 1.1 Regularly consult appropriate and relevant sources of information for key policies, priorities and trends which are likely to contribute to future policies. 1.2 Identify and obtain information and resources, which are supportive of the issues. 1.3 Regularly consult relevant persons on key policies and priorities and identify realistic opportunities for implementation. 1.4 Actively promote the advantages, benefits and social values of policies. 1.5 Use relevant and persuasive arguments to emphasize the importance of active support for policies and priorities. |
| 2. Contribute to the development of a workforce collective bargaining agenda | <ul style="list-style-type: none"> 2.1 Identify realistic opportunities to facilitate the promotion of key activities. 2.2 Consult relevant persons on specific demands and priorities. 2.3 Identify and adopt valid methods for assessing employer and employee attitudes, strengths and resolve. 2.4 Regularly review the collective bargaining agenda against emerging priorities and issues and agree appropriate amendments and changes with colleagues and other relevant persons. |

- 2.5 Provide additional relevant **information** to **relevant persons** which contains accurate and persuasive background information about the rationale, purpose and impact of specific policies.
- 2.6 Identify and adopt valid and appropriate processes of consultation and persuasion which will maximize acceptance and support for the collective bargaining agenda.
- 2.7 Accurately summarize difficulties and refer to **relevant persons** for advice.

RANGE STATEMENT

All range statements must be assessed:

1. Information:

- Internal (grievance and accident records, employee performance, reports on transfers)
- External (statistics from economy)

2. Relevant persons:

- Conciliators
- Industrial relations officers
- Labour management specialist

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the Union and employer policies on collective agreements.
2. What are the priorities and issues for collective bargaining relevant to your workplace.
3. What are the benefits of collective bargaining policies and practices.
4. How to consult regularly with members.
5. What are ways of promoting the advantages of policy on collective bargaining and how to use them.
6. What are the employer and member attitudes to collective bargaining.
7. What are the relevant employment laws and codes of practice which apply to Union representation and activities in relation to collective bargaining.
8. What are the social factors influencing Union activities.

EVIDENCE GUIDE

For assessment purposes:

(13) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U74903

Promote the safety and health interests of persons in the workplace

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gain competence in developing, monitoring, informing and promoting safety and health policies in the workplace. This unit also covers the provision of advice to individuals in the workplace regarding safety and health matters.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|----------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Develop strategies for representing safety and health issues at work | 1.1 | Propose appropriate forms of representation and consultation on safety and health issues. |
| | | 1.2 | Identify and request resources and facilities needed to carry out duties and responsibilities as a safety and health representative. |
| | | 1.3 | Identify and encourage appropriate individuals who can assume the role of safety and health representatives to volunteer when vacancies arise. |
| | | 1.4 | Discuss and agree appropriate preventative and proactive policies which will contribute to the safety and health of colleagues. |
| | | 1.5 | Confirm that safety and health actions taken conform to relevant legislation and organizational policy and procedures. |
| | | 1.6 | Take remedial measures to rectify any actions which do not conform to legislation and agreed policy and procedures. |
| 2. | Obtain safety and health information and advise members | 2.1 | Obtain available information on safety and health. |
| | | 2.2 | Confirm that effective summaries of complex information are developed and passed on to relevant persons. |

- 2.3 Explain relevant information to ensure that others understand their safety and health duties and responsibilities.
 - 2.4 Set up and maintain a safety and health information system which meets the needs of colleagues and members.
 - 2.5 Provide advice to colleagues which conforms to relevant legislation and organizational policies and procedures.
 - 2.6 **Pass on** requests and queries to relevant persons, as required.
 - 2.7 Discuss proposals which will affect safety and health.
- 3. Encourage others to support safety and health procedures
 - 3.1 Hold regular consultations on key policies and priorities in safety and health and how to implement them.
 - 3.2 Actively promote the advantages, benefits and values of existing safety and health policies to all persons in the workplace.
 - 3.3 Confirm that personnel are briefed and advised on relevant safety and health issues.
- 4. Review strategies for safety and health
 - 4.1 Conduct regular reviews of safety and health policies produced by employers and make suggestions for updating them as required.
 - 4.2 Review developments which may affect safety and health issues.
 - 4.3 Agree a plan of action which responds to changes in safety and health.
 - 4.4 Monitor the action plan and make modifications as required after review.

RANGE STATEMENT

All range statements must be assessed:

1. Forms of representation:

- Health and safety committee
- Health and safety representative

2. Resources:

- Safety and health legislation and organizational policies and procedures
- Legal cases

3. Pass on:

- Verbally
- Non-verbally

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the forms of representation in workplaces.
2. What resources and training are needed to perform the various roles for safety and health personnel.
3. How to promote an active safety and health culture.
4. What local conditions impact on safety and health issues.
5. Which individuals will assume the role of safety and health representatives and what are the ways of engaging them in the process.
6. How to address non-conformance on safety and health issues.
7. What are the relevant sources of safety and health information.
8. What are the duties and responsibilities of individuals with respect to occupational safety and health.
9. How and when to set up a safety and health committee.

EVIDENCE GUIDE

For assessment purposes:

(14) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on at least two occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products 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.

U78103

Communicate to develop and maintain networks and relationships

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to collect, analyze and communicate information and to use that information to develop and maintain effective working relationships and networks. The unit emphasizes communication and representation.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communicate ideas and information | <ul style="list-style-type: none"> 1.1 Collect relevant information from appropriate sources, analyze and share with colleagues to improve performance. 1.2 Communicate ideas and information in a manner appropriate to the recipient and specific needs. 1.3 Exchange information and resources with colleagues to make sure that all parties can work effectively. 1.4 Implement consultation processes to encourage colleagues to contribute to issues related to their work and promptly relay feedback to the team in regard to outcomes. 1.5 Implement processes to ensure that issues raised are referred to relevant personnel as required. |
| 2. Develop trust and confidence | <ul style="list-style-type: none"> 2.1 Recognize, agree and respect the roles and responsibilities of colleagues. 2.2 Obtain and maintain the trust and confidence of colleagues through competent performance. 2.3 Fulfil and communicate agreements made with colleagues. |

- 2.4 Promptly advise colleagues of difficulties and where agreements cannot be fulfilled.
- 3. Develop and maintain networks and relationships
 - 3.1 Establish working relationships with persons relevant to the work being carried out.
 - 3.2 Use **networks** to identify and build relationships.
- 4. Manage difficulties into positive outcomes
 - 4.1 Identify and analyze difficulties, conflicts of interest and disagreements and take action to resolve the situation in ways that minimize damage to the work being carried out.
 - 4.2 Provide feedback to colleagues on their performance and solicit feedback from colleagues on own performance to identify areas for improvement.
 - 4.3 Guide and support colleagues to resolve work difficulties.
 - 4.4 Regularly review and improve **workplace outcomes** in consultation with **relevant personnel**.

RANGE STATEMENT

All range statements must be assessed:

1. Communicate:

- written
- verbal
- non-verbal

2. Information:

- data appropriate to work roles and organizational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
 - archived, filed and historical background data
 - individual and team performance data
 - marketing and customer related data
 - planning and organizational documents including the outcomes of continuous improvement and quality assurance
 - policies and procedures

3. Consultation processes:

- feedback to the work team and relevant personnel in relation to outcomes of the consultation process
- opportunities for all employees to contribute to ideas and information about organizational issues

4. Processes:

- conducting informal meetings
- coordinating surveys or questionnaires
- distributing newsletters or reports
- exchanging informal dialogue with relevant personnel

5. Relevant personnel:

- managers
- occupational health and safety committee and other people with specialist responsibilities
- other employees
- supervisors

6. Networks:

- established structures or unstructured arrangements and may include business or professional associations
- informal or formal and with individuals or groups
- internal and/or external

7. Workplace outcomes:

- occupational health and safety processes and procedures
- performance of the work team

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use coaching and mentoring skills to provide support to colleagues.
2. What information should be collected and how to analyze and share this information.
3. What are the methods of communication in regard to the recipient.
4. What consultation methods can be used within the team.
5. How to network to identify and build relationships.
6. How to identify and analyze conflicts of interest and disagreements.
7. How to provide constructive feedback.
8. What methods can be used to provide guidance and support to colleagues.
9. What literacy skills are required to research, analyze, interpret and report information.
10. What relationship, management and communication skills are required to:
 - deal with people openly and fairly
 - forge effective relationships with internal and/or external people, and to develop and maintain these networks
 - gain the trust and confidence of colleagues
 - respond to unexpected demands from a range of people
 - utilize supportive and consultative processes effectively.
 - demonstrate respect for colleagues and their work
11. What is the relevant legislation and industry practice that affects business operations, especially in regard to occupational health and safety (OHS), environmental issues, industrial relations and anti-discrimination
12. What theories are associated with managing work relationships to achieve planned outcomes:
 - developing trust and confidence
 - maintaining fair and consistent behaviour in work relationships
 - understanding the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing, building and maintaining networks
 - identifying and resolving problems
 - resolving conflict
 - managing poor work performance
 - monitoring, analyzing and introducing ways to improve work relationships.

EVIDENCE GUIDE

For assessment purposes:

(15) Critical Aspects of Evidence

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

(16) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(17) 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, products 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 the assessor has all of the evidence about a candidate's performance. It also allows him/her 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 the assessor is 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, the assessor will be able to elicit evidence which will help him/her 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 the assessor to collect evidence to support any decision he/she makes 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 or observation.

A project often involves the identification of a solution to a specific problem identified by the assessor 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).