## Occupational Standards for Caribbean Vocational Qualifications (CVQ)

## CCPBRA 2017    CVQ  Level 2 Research Operations (Counter Drug Intelligence)

| Unit Number | Unit Title | Requirement |
|---|---|---|
| PB00083 | Gather Information | Mandatory |
| PB00084 | Research and Present Information | Mandatory |
| PB00085 | Provide Research Assistance | Mandatory |
| PB00086 | Create and Use Databases | Mandatory |
| PB00087 | Retrieve Information from Records | Mandatory |
| PB00088 | Edit a Digital Image | Mandatory |
| PB00089 | Communicate in the Workplace | Mandatory |
| PB00090 | Work with Others | Mandatory |
| PB00091 | Create and Use Spreadsheets | Mandatory |
| PB00092 | Deliver a Service to Internal Clients | Mandatory |
| PB00093 | Make a Presentation | Mandatory |

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.
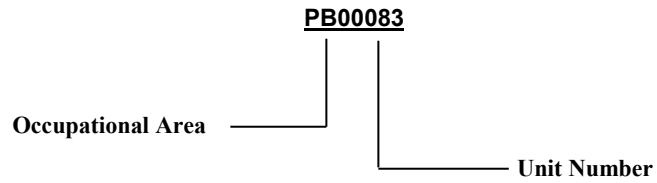
**Legend to Occupational Standard Code**

**Example: CCPBRA2017**

**CCPBRA2017**

""""""""ECTKEQO 'Eqf g"""""""""    Occupational Number

Sector    Qualification Level
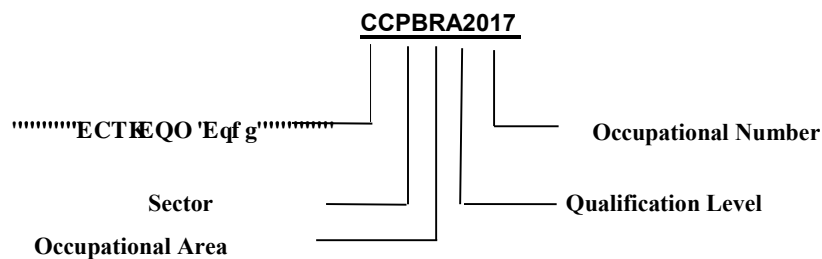
Occupational Area

Key:     CC – CARICOM;     PB – Public Services; RA – Research Assistance; 2- Level 2; 017 - Numerical sequence

**Legend to Unit Code**

**Example:  PB00083**

**PB00083**

Occupational Area ——————

———— Unit Number

Key:     **PB** – Public Services; 00083– unit #;

Country of Origin: Trinidad and Tobago

# Qualification Overview

## *Occupational Standards can also be used to:*

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

## *The benefits of acquiring the CVQ to Candidates*

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further / higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognized qualifications and facilitates free movement of labour throughout CARICOM

## *The benefits of the CVQ to Employers*

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

### *The benefits of the CVQ to the Caribbean region:*

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

PB00083:              Gather Information

Unit Descriptor:

> This unit deals with the skills and knowledge required to gather oral, written and electronic information for the carriage of investigation tasks. It includes preparing for investigative activities, gathering information and reporting information.

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|

Candidates must be able to:

| 1 | Prepare for investigative activities | 1.1 | Obtain, review and clarify assignment instructions with relevant personnel in accordance with workplace policy and procedures |
|---|---|---|---|
| | | 1.2 | Identify client requirements and ensure that it is in compliance with workplace policies and legislative requirements |
| | | 1.3 | Confirm and organize resource and equipment requirements in accordance with workplace policies and procedures |
| | | 1.3 | Use information sources and systems in accordance with assignment objectives |
| | | 1.4 | Develop plan detailing key activities and their sequence in accordance with client instructions and legal requirements |
| | | 1.5 | Carry out research and preliminary inquiries to gather information and evidence in accordance with legislative requirements |
| 2 | Gather information | 2.1 | Check that methods used for collecting information are valid and reliable and that resources are utilized efficiently |
| | | 2.2 | Assess information for relevance and accuracy and seek additional information, as required from identified sources |
| | | 2.3 | Prioritize gathered information and organize in a logical manner with regard to continuity of analysis |
| 3 | Report information | 3.1 | Prepare report presenting all relevant facts and observations in appropriate format |

3.2     Evaluate content in terms of validity, reliability and relevance in consultation with relevant persons

3.3     Use verifiable data and feedback to check client satisfaction with service delivery and identify recommendations for improvement where necessary, and in accordance with workplace procedures

3.4     Maintain all information and records with due regard to confidentiality

## RANGE STATEMENT

All range statements must be assessed.

1. Legislative requirements include:

- workplace safety
- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice

2. Relevant persons include:

- supervisor
- client
- technical specialist
- industry representative
- government representative
- representative of national security agencies
- security personnel

8. Assignment instructions include:

- assignment tasks and procedures
- assignment timeframe
- client information
- investigation purpose and objective
- methods of investigation
- reporting and documentation required

9. Information sources include:

- colleagues, supervisor, management
- government departments or agencies
- industry networks
- industry specialists
- internet and other electronic sources
- interviews and meetings
- library
- newspapers and other print media
- photographs
- plans, map and schematic drawings
- police
- professional bodies
- records, reports, case notes

3. Technical specialists include:
- accountants
- engineers
- forensic experts
- information technology experts
- photographers
- solicitors, lawyers
- specialist investigators
- undercover operatives

4. Methods for collecting information include:
- researching public records
- meetings and interviews
- electronic
- photograph and filmed evidence
- pretext inquiries
- questioning
- taking statements
- testing of rumour
- undercover operations
- use of informants

5. Communication skills include:
- active listening
- comprehension
- negotiation
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarizing
- writing

6. Interpersonal techniques include:
- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism

10. Information systems include:
- importance of information
- reliability of information
- sensitivity of information
- source or origin of information
- where information is to be disseminated

11. Evidence includes:
- circumstantial
- direct
- documentary
- hearsay
- opinion
- physical

12. Social and cultural differences include:
- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs

13. Format includes:
- accuracy
- common industry terminology
- enclosures and attachments
- length
- sequence of coverage
- style
- use of abbreviations

- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language

- use of appendices
- use of plain English

7. Available facts include:
   - accident reports
   - claims
   - employer accident records
   - machinery reports
   - medical reports
   - personal records
   - personnel records
   - policies
   - travel documents

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. what are reliable sources and methods for collecting information
2. what are basic investigation techniques
3. what are the legal requirements relevant to investigative techniques
4. how to safeguard confidential information
5. how to accurately record, report and document information and evidence
6. how to communicate using appropriate channels and communication modes
7. how to compile information using information technology
8. how to identify and comply with applicable legal and procedural requirements
9. how to conduct research

## EVIDENCE GUIDE

**(1)    Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:
   a.   to gather information
   b.   present gathered information in appropriate format
   c.   perform all tasks to specification

**(2)    Method of Assessment**
Assessors should gather a range of evidence that is valid, sufficient, current and authentic.  Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning

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

**(3)    Context of Assessment**
This unit may be assessed on the job, off the job or a combination of both on and off the job.  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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00084:        Research and Present Information

Unit Descriptor:

> This  unit  deals  with  the kills  and  knowledge
>
> required to research, organize and present research information.

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|

Candidates must be able to:

1   Gather and organize information

1.1   Gather and organize information in a format suitable for analysis, interpretation and dissemination in accordance with workplace requirements

1.2   Access information held by the organization ensuring accuracy and relevance in line with established workplace requirements

1.3   Check that methods of collecting information are reliable and make efficient use of resources in accordance with workplace requirements

1.4   Identify research requirements for combining online research with non-electronic sources of information

1.5   Use business technology to access, organize and monitor information in accordance with workplace requirements

1.6   Update, modify, maintain and store information, in accordance with workplace policies and procedures

2   Research information

2.1   Check that the objectives of research are met in accordance with workplace requirements

2.2   Check that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources

2.3   Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools

2.4   Use data collection methods that are suitable to research purposes

| 3 | Present information | 3.1 | Present information and data in an appropriate format, style and structure using suitable technology |
|---|---|---|---|
| | | 3.2 | Structure and format reports in a clear manner that conforms to workplace requirements |
| | | 3.3 | Report and distribute research findings in accordance with workplace requirements |
| | | 3.4 | Obtain feedback and comments on suitability and sufficiency of findings in accordance with workplace requirements |

## RANGE STATEMENT

All range statements must be assessed.

1. Information includes:
- demographic data
- open sources
- newspapers
- internet
- service delivery records
- computer databases (library catalogue, criminal records, subscription database, telephone records)
- computer files (letters, memos and other documents)
- travel pattern
- immigration data
- correspondence (faxes, memos, letters, email)
- reports
- financial figures
- forms (insurance forms, membership forms)
- information on training needs
- invoices (from suppliers, to debtors)
- marketing reports/plans/budgets
- sales records (monthly forecasts, targets achieved)

2. Business technology includes:

- answering machine
- computer
- fax machine
- photocopier

5. Workplace requirements include:
- anti-discrimination and related policy
- business and performance plans
- Code of Conduct/Code of Ethics
- defined resource parameters
- ethical standards
- goals, objectives, plans, systems and processes
- information protocols
- legal and organizational policies, guidelines and requirements
- management and accountability channels
- OSH policies, procedures and programs
- procedures for updating records
- quality assurance and/or procedures manuals
- security and confidentiality requirements

6. Research strategies include:

- data collection
- documentation reviews
- focus groups
- online searching

- telephone
- product sampling
- subscription databases

3. Key words and phrases include:
- American spellings when searching online
- cultural or geographic terms
- using different thesauri in different databases

7. Boolean operators include:
- exclude - / NOT
- include +/ AND
- or
- phrase searching " "/( )
- variations, depending on the resource being used

4. Methods of data analysis include:
- data sampling
- feedback on results
- peer review
- review of previous research

8. Workplace objectives include:
- service provision
- business planning
- flexibility, responsiveness
- interpersonal communication
- marketing and customer service
- organizational values and behaviours
- people management
- work procedures and quality assurance manuals

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to identify and access information
2. what are the various data collection methods
3. how to conduct research
4. what are the research processes and strategies to identify new sources (online and print) of information
5. how to present research findings in an appropriate format
6. how to apply problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
7. how to use business technology
8. what are  the key provisions of relevant legislation that may affect aspects of research, such as: anti-discrimination legislation, ethical principles, occupational safety and health (OSH), codes of practice, privacy laws
9. what are workplace policies and procedures relating to storage of information
10. what are workplace policies and procedures relating to distribution of workplace information and legal and ethical obligations

## EVIDENCE GUIDE

**(1)      Critical Aspects of Evidence**
Evidence should include the ability to:

a.  gather and organize information

       b.   research information
       c.   present information and data
       d.   perform all tasks to specifications

**(2)**     **Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.  Evidence can be gathered through a variety of ways including direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, analysis of responses to case studies and scenarios, demonstration of techniques, observation of presentations, review of reports outlining research findings. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

**(3)**     **Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job.  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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00085:        Provide Research Assistance

Unit Descriptor:

> This unit deals with the skills and knowledge
> required to provide research assistance in collecting, analyzing and
> presenting research data.

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| | Candidates must be able to: |
| 1  Confirm research parameters | 1.1  Clarify and confirm details of research with relevant personnel in accordance with workplace requirements |
| | 1.2  Identify and confirm details of roles and responsibilities in reaching expected outcomes of the research assistance in accordance with workplace policies and procedures |
| 2  Collect information | 2.1  Identify the type and range of information required to achieve research outcomes |
| | 2.2  Identify and evaluate sources of information for their potential contribution to the research |
| | 2.3  Seek information from appropriate sources in accordance with agreed procedures for research assistance |
| | 2.4  Collect information in line with research aims |
| | 2.5  Check that the authenticity and source of the information is validated in accordance with standard procedures |
| | 2.6  Check that information obtained is appropriate, comprehensive and meets its intended purpose |
| | 2.7  Record and reference information in an appropriate format |
| | 2.8  Keep records of the investigation and maintain in accordance with agreed procedures |
| 3  Analyze information | 3.1  Check that the methods of analysis are appropriate to the type of data and research aims |
| | 3.2  Analyze information according to appropriate methodology |

|     |     |
| --- | --- |
| 3.3 | Collate and interpret results in accordance with research parameters |
| 3.4 | Identify any unexpected results and review reasons for them with relevant personnel |
| 3.5 | Record results in an appropriate format and in accordance with workplace procedures |

| 4   Present findings | 4.1 | Provide summaries of the required research information when appropriate |
| --- | --- | --- |
| | 4.2 | Present research findings to relevant personnel in appropriate language, style and format |
| | 4.3 | Provide supporting information, explanations and arguments, when necessary, and in accordance with workplace requirements |
| | 4.4 | Prepare documentation to agreed format and in accordance with workplace policies and procedures |
| | 4.5 | File reports and other records in accordance with workplace procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Details of research include:
   - purpose
   - aims
   - desired outcomes
   - scope
   - research methods
   - procedures
   - timeframe
   - resources

5. Workplace requirements include:
   - anti-discrimination and related policy
   - business and performance plans
   - Code of Conduct/Code of Ethics
   - defined resource parameters
   - ethical standards
   - goals, objectives, plans, systems and processes
   - information protocols
   - legal and organizational policies, guidelines and requirements
   - management and accountability channels
   - OSH policies, procedures and programs
   - procedures for updating records
   - quality assurance and/or procedures manuals

- security and confidentiality requirements

2. Sources of information include:

- primary
- secondary

3. Relevant persons include:
- supervisor
- client
- technical specialist
- industry representative
- government representative
- representative of national security agencies
- security personnel

4. Methods of data analysis include:
- data sampling
- feedback on results
- peer review
- review of previous research

6. Research strategies include:

- data collection
- documentation reviews
- focus groups
- online searching
- product sampling
- subscription databases

7. Information sources include:
- colleagues, supervisor, management
- government departments or agencies
- industry networks
- industry specialists
- internet and other electronic sources
- interviews and meetings
- library
- newspapers and other print media
- photographs
- plans, map and schematic drawings
- police
- professional bodies
- records, reports, case notes

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. what are the research aims of the project

2.  what are the sources of information relevant to the research
3.  what are the procedures required to access information
4.  what are information collection methods
5.  what are research protocols and procedures
6.  what is the preferred format and style for documenting research findings
7.  what are the various data collection methods
8.  what are various methods for analyzing research information
9.  what are the appropriate procedures regarding the confidentiality of data, intellectual property and relevant codes of conduct
10. how to verify the authenticity of the information
11. how to validate sources of information
12. how to provide a clear explanation of the purpose of the research and the data that is likely to be relevant
13. how to record and reference information in an appropriate format
14. how to analyze and present information
15. how to summarise the results of relevant research
16. how to acknowledge and cite sources of information
17. how to identify issues arising from research which require further action and how to notify appropriate personnel
18. how to prepare notes, business letters and research reports
19. how to interpret written documents associated with the tasks
20. how to listen, question and clarify research parameters
21. how to work collaboratively in a team
22. how to use computers for word processing, data entry and retrieval
23. how to manage time effectively
24. how to respect confidentiality and intellectual copyright and comply with organizational, legal and ethical constraints on the use and disclosure of information obtained

## EVIDENCE GUIDE

**(1)      Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:
   a.   clarify and confirm research parameters
   b.   collect information
   c.   analyze information
   d.   present research findings
   e.   perform all tasks to specifications

**(2)      Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.  Evidence can be gathered through a variety of ways including:

- oral or written questions
- practical demonstration of techniques
- third party workplace reports of on-the-job performance by the candidate
- portfolio
- case study project
- direct questioning combined with review of portfolios of evidence
- analysis of responses to case studies and scenarios
- review of reports outlining research findings

- observation of presentations

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

**(3)      Context of Assessment**

Competency in this unit should be assessed over a period of time and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence.  This unit may be assessed on the job, off the job or a combination of both on and off the job.  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 an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

PB00086:          Create and Use Databases

Unit Descriptor:

> This unit deals with the skills and knowledge
> required to create two table relational databases with reports and queries,
> for the storage and retrieval of information.

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|

Candidates must be able to:

1   Create database

1.1   Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae

1.2   Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements

1.3   Create a primary key for each table in accordance with user requirements

1.4   Modify table layout and field attributes as required and in accordance with standard procedures

1.5   Create a relationship between the two tables in accordance with standard procedure

1.6   Check and amend data entered, in accordance with organizational and task requirements

2   Create reports and queries

2.1   Determine information output, database tables to be used and report layout to meet task requirements

2.2   Determine data groupings, search and sort criteria to meet task requirements

2.3   Run reports and queries to check that results and formulae provide the required data

2.4   Modify reports to include or exclude additional requirements where necessary

3.   Use database

3.1   Ensure data input meets designated time lines and organizational requirements for speed and accuracy

3.2   Use manuals, user documentation and online help to overcome problems with database design and production

3.3    Preview, adjust and print database reports or forms in accordance with organizational and task requirements

3.4    Name and store databases, in accordance with organizational requirements, and exit application without data loss or damage

3.5    Prepare and distribute reports to appropriate person in a suitable format

## RANGE STATEMENT

All range statements must be assessed.

1. Database applications include:
- commercial database applications
- organizational specific database applications

2. Software functions include:
- adding, deleting, moving, re-labelling fields
- altering field widths
- calculating, using formula
- data protection
- field definitions and attributes
- formatting fields
- formatting text
- headers and footers
- inserting and deleting blank lines and spaces
- repeating (if available)
- table, form and report wizards

3. Data includes:
- numbers
- text

6. Basic design principles include:
- naming conventions
- data layout
- formatting
- database use
- required output
- reporting and presentation requirements

7. Simple formulae includes:
- average
- count
- division
- maximum
- minimum
- multiplication
- subtraction
- sum
- combinations of above

8. Checking and amending data includes:
- accuracy of data
- accuracy of formulae with calculator
- ensuring instructions with regard to content and format have been followed
- outcome of sorting or filtering
- proofreading

- spelling, electronically and manually

4. Report layout includes:

- alignment on page
- columns
- enhancements to format - borders, patterns and colours
- enhancements to text
- formatting provided through use of a wizard or other automated process
- headers/footers
- logical ordering of data
- tables

5. Printing includes:
- forms
- queries
- records
- reports
- tables

9. Designated time lines include:
- time line agreed with internal or external client
- time line agreed with supervisor or person requiring database

10. Storing databases include:
- authorised access
- filing locations
- naming conventions
- organizational policy for backing up files
- organizational policy for filing hard copies of databases
- security
- storage in electronic folders and sub-folders
- storage on disk drives, CD-ROM, back-up tapes

## UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. how to create simple queries and to use simple formulae
2. how to develop effective databases
3. how to apply problem-solving skills to address inconsistencies in data and issues in database, and to query structures
4. what are the workplace requirements relating to data entry, storage and presentation
5. how to use databases

## EVIDENCE GUIDE

1.     **Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

a. create simple databases and queries
b. manipulate data using queries
c. format data into a final version

**2.     Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.  Evidence can be gathered through a variety of ways including direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, review of authenticated documents from the workplace or training environment, demonstration of techniques. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

**3.     Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job.  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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00087:                Retrieve Information from Records

Unit Descriptor:        This unit deals with the skills and knowledge
                        required to receive a request and to deliver the record or information
                        about the record.

| ELEMENTS | | PERFORMANCE CRITERIA |
|---|---|---|
| Candidates must be able to: | | |
| 1 Locate/retrieve records | 1.1 | Identify and refine control information to retrieve records, in consultation with user making request |
| | 1.2 | Search records system to retrieve records according to agreed criteria |
| 2 Check security of records | 2.1 | Identify person requesting the record and confirm access category in accordance with workplace procedures |
| | 2.2 | Check security and access clearance documents to match with category of identified person requesting the record |
| | 2.3 | Inform client of access denial, where necessary, in accordance with workplace procedures |
| 3 Provide required information/records | 3.1 | Prepare requested information for requester in an appropriate format |
| | 3.2 | Deliver record, or record information, within the specified timeframes |
| | 3.3 | Document the process in accordance with workplace procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Control information includes:
- search criteria
- keywords

4. Records include:
- different stages of use:
  - active
  - archival
- digital:
  - remote drives
  - servers
  - CDs

- o DVDs
- o imaging systems
- o PC-based applications
- o mainframe
- physical:
  - o audio-visual or multimedia
  - o graphic
  - o microform
  - o paper-based (acid free or multiple copies)
- variety of sources:
  - o already in the custody of the organization
  - o in the process of being transferred between organizations

2. Request includes:
- computer-generated
- email
- facsimile
- internet request
- system-generated
- verbal
- written

3. Appropriate format includes:
- hard or soft copy of original
- digital
- original
- permission to view the information or record rather than being provided with a copy

5. Record systems include:
- archival control systems
- business systems
- cash register-based systems
- characteristics relating to:
- aggregations
- context
- entities
- metadata
- current business or records systems
- electronic records and document management system (ERDMS)
- informal
- paper-based accumulation and card systems
- PC-based accounting systems, employee and tax records systems
- proprietary recordkeeping package
- storage facilities systems

6. Documenting includes:
- documenting specific records that have been retrieved and used to provide information including details such as the request for information, its receiver, permissions and formats
- recording any new locations of records and the formats in which records are provided to the user video

## UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. what are the workplace functions, structure and culture of the organization
2. what are the general principles and processes of records management and records management systems, e.g., systems of control, records characteristics, environmental context
3. what are the relevant legislation/guidelines that may affect aspects of documentation, e.g., ethical principles, codes of practice, privacy and freedom of information, archives and records legislation, MOUs
4. how to identify records
5. to explain and clarify procedures based on information needs
6. how to interpret nature of record content, functions and problems
7. how to identify, retrieve and organize information for users

## EVIDENCE GUIDE

1. **Critical Aspects of Evidence**
   Evidence should include the demonstrated ability to:

   a. identify information requirements
   b. maintain accuracy in recording information
   c. provide appropriate information and responses to requests

2. **Method of Assessment**

   Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways includinganalysis of responses to case studies and scenarios, demonstration of techniques, direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, review of authenticated documents from the workplace or training environment, oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

3. **Context of Assessment**
   This unit may be assessed on the job, off the job or a combination of both on and off the job. Assessment must ensure access to an actual workplace or simulated work environment, access to office equipment and resources, access to examples of records, recordkeeping systems and policies, access to workplace reference materials such as procedural manuals and company policies. 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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00088: Edit a Digital Image

Unit Descriptor:

This unit deals with the skills and knowledge required to edit and manipulate an image captured digitally.

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Candidates must be able to: | |
| 1  Access and evaluate digital image | 1.1  Access digital image in accordance with workplace procedures |
| | 1.2  Evaluate digital image in accordance with job specifications |
| 2  Edit digital image | 2.1  Use appropriate software to enable print image profiling and/or manipulation to suit print requirement |
| | 2.2  Use appropriate software to retouch image to conform to job specifications |
| | 2.3  Save edited image to conform to job specifications |
| | 2.4  Identify and employ image storage requirements in accordance with workplace procedures |
| | 2.5  Export saved image in accordance with workplace procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Software includes:
- Corel PaintShop Pro
- Photoshop CS
- Adobe Photoshop Elements
- Adobe Photoshop Lightroom
- Serif PhotoPlus X6
- Xara Photo Graphic Designer
- Corel Photo Impact

- Photo! Editor
- Image Analyzer
- Photoscape
- PaintStar
- PhotoFiltre
- VCW VicMan's Photo Editor
- GIMP for Windows

## UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. what is image evaluation/profiling
2. why image evaluation/profiling is required when preparing for printing
3. how to edit image
4. what are the circumstances that may require image editing or manipulation
5. what are the relevant image editing software
6. why image storage is important and relevant
7. how to select a suitable file format e.g. JPEG or TIF file format
8. how to work as a team when sharing knowledge and information
9. how to identify problems in quality and workflow and determine and implement solutions

## EVIDENCE GUIDE

1.     **Critical Aspects of Evidence**

       Evidence should include a demonstrated ability to:
       a.   access and evaluate digital image in accordance with specifications
       b.   edit digital image in accordance with specifications

2.     **Method of Assessment**

       Assessors should gather a range of evidence that is valid, sufficient, current and authentic.  Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

3.     **Context of Assessment**
       This unit may be assessed on the job, off the job or a combination of both on and off the job. Assessment must ensure appropriate image manipulation software, hardware and file storage capability.  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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00089:                    Communicate in the Workplace

Unit Descriptor:

> This unit deals with the skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information, together with completing routine written correspondence.

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Candidates must be able to: | |
| 1   Gather, convey and receive information and ideas | 1.1   Collect information to achieve work responsibilities from appropriate sources |
| | 1.2   Use method/s and/or equipment to communicate appropriate ideas and information to the audience |
| | 1.3   Use listening and speaking skills in verbal communication and in accordance with workplace policies and procedures |
| | 1.4   Respond to instructions or enquiries promptly and in accordance with workplace requirements |
| 2   Complete workplace documentation | 2.1   Present written communication and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by recipient |
| | 2.2   Draft and present correspondence within designated time lines and in accordance with workplace policy |
| | 2.3   Check that presentation of written information meets workplace standards of style, format and accuracy |
| | 2.4   Complete workplace forms and documentation in a clear, concise and easy to read format |

## RANGE STATEMENT

All range statements must be assessed.

1. Communication equipment includes:
   • facsimile machines

4. Verbal communication includes:
   • answering enquiries from clients
   • answering telephone calls

- information technology components including hardware, software and communication packages
- keyboard equipment including mouse, touchpad, keyboard
- network systems
- pens, pencils
- telephones

- informal discussions
- requests from colleagues
- use of voice mail

2. Workplace requirements include:
- access and equity principles and practice
- business and performance plans
- defined resource parameters
- ethical standards
- goals, objectives, plans, systems and processes
- legal and organizational policies, guidelines and requirements
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manual

5. Written communication includes:
- briefing notes
- electronic mail
- facsimiles
- general correspondence
- handwritten and printed materials
- internal memos
- telephone messages
- reports
- research findings

3. Correspondence includes:
- emails
- memorandums
- messages
- standard/form letters

6. Standards include:
- standards set by workgroup
- workplace policies and procedures
- specified work standards
- industry guidelines
- legislation

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. what are the various types of communication equipment
2. what is verbal communication
3. how to identify work requirements, understand and process basic workplace documentation
4. how to select and use technology appropriate to communication tasks
5. how to communicate effectively

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

     a.   use communication methods/equipment to communicate information to audience
     b.   produce clear, concise and correct written communication

**(2)     Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. 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, manufacturer's specifications, codes, standards, manuals and reference materials.

**(3)     Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, 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 working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

PB00090:                    Work with Others

Unit Descriptor:

> This unit deals with the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| | Candidates must be able to: | | |
| 1 | Participate in the work/group process | 1.1 | Identify the work requirements for the group in accordance with established procedures |
| | | 1.2 | Identify individual role in meeting work requirements and perform to expectations |
| | | 1.3 | Provide assistance to other team members involved in the work group/process and provide constructive contributions to meet working requirements |
| | | 1.4 | Conduct work activities in compliance with the organizations work policies, procedures and conventions covering acceptable workplace conduct |
| 2 | Contribute to the flow of information and ideas | 2.1 | Share information and ideas relevant to the work activity with others and in accordance with workplace policies and procedures |
| | | 2.2 | Seek assistance from appropriate persons for information and ideas required to achieve work requirements |
| | | 2.3 | Record information in the required detail where necessary and in accordance with workplace procedures |
| 3 | Deal with issues/problems and conflicts | 3.1 | Identify and report where necessary any issues, problems and conflicts encountered in the workplace to the relevant persons |
| | | 3.2 | Discuss problems and conflicts with team members and suggest solutions in accordance with workplace policies and procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Working with others include:
   - one to one communication in a group or team
   - taking part in informal discussions
   - following instructions
   - consulting with the community
   - taking part in meetings
   - dealing with conflict

3. Work requirements include:
   - goals and objectives
   - priorities
   - specified targets or results
   - clear role definitions
   - application of particular procedures

2. Groups include:
   - established or ad hoc work units
   - working parties
   - task forces
   - committees
   - self-directed teams

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. what are the roles and responsibilities of self and others
2. what are the different techniques for managing own work load
3. what are effective communication techniques
4. what are the different conflict resolution techniques

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

   a. participate in work processes and contribute to achieving goals and objectives
   b. communicate effectively with others within the range of situations required for the job role
   c. provide ideas, lend assistance to others and resolve conflicts

**(2)     Method of Assessment**

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. 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, manufacturer's specifications, codes, standards, manuals and reference materials.

**(3)     Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, 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 working individually or in teams. The assessment environment should not disadvantage the candidate.

PB00091:                    Create and Use Spreadsheets

| Unit Descriptor: | This unit deals with the skills and knowledge required to create and use spreadsheets and charts through the use of spreadsheet software. |
|---|---|

| **ELEMENTS** | | **PERFORMANCE CRITERIA** | |
|---|---|---|---|
| | Candidates must be able to: | | |
| 1 | Select and prepare resources | 1.1 | Use energy and resource conservation techniques to minimize wastage in accordance with workplace requirements |
| | | 1.2 | Identify spreadsheet task requirements and clarify with relevant personnel in accordance with workplace policies and procedures |
| 2 | Create simple spreadsheets | 2.1 | Check that data is entered, checked and amended in accordance with workplace and task requirements to maintain consistency of design and layout |
| | | 2.2 | Format spreadsheet using software functions to adjust page and cell layout to meet information requirements in accordance with workplace style and presentation requirements |
| | | 2.3 | Check that formulae are used and tested to confirm output meets task requirements in consultation with appropriate personnel |
| | | 2.4 | Use manuals, user documentation and online help to overcome problems with spreadsheet design and production |
| 3 | Produce simple charts | 3.1 | Select chart type and design that enables valid representation of numerical data and meets organizational and task requirements |
| | | 3.2 | Create chart using appropriate data range in the spreadsheet and in accordance with task requirements |
| | | 3.3 | Modify chart type and layout using formatting features to meet organizational and task requirements |
| 4 | Finalize spreadsheets | 4.1 | Check that spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with workplace and task requirements |

4.2    Check that data input meets designated time lines and organizational requirements for speed and accuracy

4.3    Name and store spreadsheet in accordance with workplace requirements and exit the application without data loss/damage

## RANGE STATEMENT

All range statements must be assessed.

1. Workplace requirements include:
   - anti-discrimination and related policy
   - business and performance plans
   - Code of Conduct/Code of Ethics
   - defined resource parameters
   - ethical standards
   - goals, objectives, plans, systems and processes
   - information protocols
   - legal and organizational policies, guidelines and requirements
   - management and accountability channels
   - OSH policies, procedures and programs
   - procedures for updating records
   - quality assurance and/or procedures manuals
   - security and confidentiality requirements

2. Spreadsheet task requirements include:

   - data entry
   - output
   - presentation
   - storage

3. Checking includes:
   - accuracy of data
   - accuracy of formulae with calculator
   - ensuring instructions with regard to content and format have been followed
   - proofreading
   - spelling, electronically and manually

4. Conservation techniques include:
   - double-sided paper use
   - recycling used and shredded paper
   - re-using paper for rough drafts (observing confidentiality requirements)
   - utilising power-save options for equipment

5. Data includes:

   - numbers
   - text

6. Formatting includes:
   - alignment on page
   - efficiency of formulae

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to clarify requirements of spreadsheet
2. how to edit and proofreading to check own work for accuracy
3. how to enter text and numerical data
4. how to create and use spreadsheet formulae
5. what are workplace guidelines on spreadsheet manipulation and processing
6. what is the purpose and range of use of spreadsheet functions.
7. how to format workplace documents

## EVIDENCE GUIDE

**(1)    Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

    a.  design spreadsheets
    b.  use cell-based formulae
    c.  create charts using relevant data
    d.  apply knowledge of purpose and range of use of spreadsheet functions

**(2)    Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, review of final spreadsheets, demonstration of techniques and oral or written questioning to assess knowledge of spreadsheet software functions Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. 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, manufacturer's specifications, codes, standards, manuals and reference materials.

**(3)    Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, 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 working individually.

PB00092:               Deliver a Service to Internal Clients

Unit Descriptor:

This unit deals with the skills and knowledge
required to deliver a service to internal clients. It includes matching client
service to needs and delivering client service.

| ELEMENTS | | PERFORMANCE CRITERIA |
|---|---|---|
| | Candidates must be able to: | |
| 1 Match service to client needs | 1.1 | Access and obtain Information on the client base in accordance with legislation, policy and procedures |
| | 1.2 | Identify needs of clients to enable targeted service delivery in accordance with workplace policies and procedures |
| | 1.3 | Match requests from clients to the appropriate service from a defined range of options |
| | 1.4 | Report problems in matching service delivery to clients to supervisor in accordance with workplace procedures |
| 2 Deliver client service | 2.1 | Provide service to client in a timely manner and meets client needs within the limitations of resources |
| | 2.2 | Respond to client enquiries promptly and in accordance with workplace policies and procedures |
| | 2.3 | Tailor service and communication techniques to the specific needs of client in accordance with workplace policies and procedures |
| | 2.4 | Deal with complaints from clients and difficult situations in accordance with workplace procedures |
| | 2.5 | Check that confidentiality is maintained when dealing with clients in accordance with workplace policies and procedures |
| | 2.6 | Collect data and evaluate whether client needs have been met in accordance with workplace procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Legislation, policy and procedures include:
   - public sector management acts
   - financial management acts
   - privacy legislation
   - equal employment opportunity, anti-discrimination and harassment legislation
   - occupational health and safety legislation
   - consumer legislation
   - environment legislation.
   - risk management guidelines
   - ethics and accountability standards
   - public sector standards
   - fraud control standards
   - government security standards
   - workplace policy, procedures and protocols

2. Communication techniques include:
   - active listening
   - using open and/or closed questions
   - speaking clearly and concisely
   - varying language and tone of voice to suit the audience and purpose
   - giving clients full attention
   - maintaining eye-contact (for face-to-face interactions) if culturally appropriate
   - non-verbal communication (for face-to-face interactions) such as:
   - body language
   - personal presentation
   - clear, legible writing
   - handling of sensitive and confidential issues

3. Difficult situations include:
   - effective listening
   - questioning
   - constructive feedback
   - issues identification
   - exploring options
   - identifying areas of agreement
   - recording agreements
   - non-verbal as well as verbal communication
   - culturally appropriate strategies, language and non-verbal cues.

4. Clients include:
   - other work areas of the organization
   - individual members of the organization
   - senior management
   - research specialist

5. Specific needs include:
   - disabilities
   - language
   - ethnicity
   - gender
   - culture
   - age
   - remote location

6. Information to be shared  include:
   - assisting a colleague
   - clarifying the organization's preferred task
   - completion methods
   - open communication channels
   - encouraging colleagues
   - acknowledging satisfactory performance
   - workplace hazards, risks and controls

- conflict resolution
- expert assistance, such as interpreting service, counselling service, ethnic support worker, etc.
- referral to senior staff
- negotiation techniques

- acknowledging unsatisfactory performance

## Underpinning Knowledge & Skills

Candidates must know and understand:

1. how to communicate with a diverse range of internal external clients
2. how to negotiate, explain and clarify
3. how to solve problems
4. how to tailor delivery to meet specific client needs
5. how to respond to diversity, including gender and disability
6. what are procedures and guidelines related to client service delivery
7. what is the current practice in client service delivery
8. what are limitations of resources for service delivery

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:
a.   match service to client needs
b.   deliver a service to internal clients
c.   perform all tasks to specification

**(2)     Context of Assessment**
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including demonstration of preparation, delivery and evaluation of a presentation, direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, observation of presentations, review of selected presentation aids, materials and techniques, review of briefing provided for others involved in the presentation, evaluation of techniques implemented to review the effectiveness of the presentation.

**(3)      Context of Assessment**
This unit may be assessed on the job, off the job or a combination of both on and off the job.  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 an individual working alone or as part of a team.  The assessment environment should not disadvantage the candidate.

PB00093:              Make a Presentation

Unit Descriptor:

> This unit deals with the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| | Candidates must be able to: | | |
| 1 | Prepare a presentation | 1.1 | Plan and document presentation approach and intended outcomes in accordance with workplace procedures |
| | | 1.2 | Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed |
| | | 1.3 | Select presentation aids, material and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas |
| | | 1.4 | Select techniques to evaluate presentation effectiveness in accordance with workplace policies and procedures |
| 2 | Deliver a presentation | 2.1 | Explain and discuss desired outcomes of the presentation with the target audience |
| | | 2.2 | Use presentation aids, material and examples to support target audience understanding of key concepts and central ideas |
| | | 2.3 | Use persuasive communication techniques to secure audience interest |
| | | 2.4 | Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences |
| | | 2.5 | Summarize key concepts and ideas at strategic points to facilitate participant understanding |
| 3 | Review the presentation | 3.1 | Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation |
| | | 3.2 | Implement techniques to review the effectiveness of the presentation in accordance with workplace procedures |

## RANGE STATEMENT

All range statements must be assessed.

1. Organizational requirements include:
   - goals, objectives, plans, systems and processes
   - legal and organization policy/guidelines and requirements
   - OSH policies, procedures and programs
   - business and performance plans
   - anti-discrimination and related policy
   - access and equity principles and practice
   - ethical standards
   - quality and continuous improvement processes and standards
   - defined resource parameters

2. Workgroup members include:
   - coach/mentor
   - supervisor or manager
   - peers/work colleagues/team/enterprise
   - Other members of the organization

3. Feedback on performance include:
   - formal/informal performance appraisals
   - obtaining feedback from supervisors and
   - colleagues
   - obtaining feedback from clients
   - personal, reflective behaviour strategies
   - routine organizational methods for monitoring
   - service delivery

4. Strategies/opportunities for improvement include:
   - coaching, mentoring and/or supervision
   - formal/informal learning programs
   - internal/external training provision
   - work experience/exchange/opportunities
   - personal study
   - career planning/development
   - performance appraisals
   - workplace skills assessment
   - recognition of Prior Learning/initial assessment

5. Responsibilities and duties include:
   - job description and employment arrangements
   - organization's policy relevant to work role
   - team structures
   - supervision and accountability requirements including OSH
   - skills, training and competencies
   - code of conduct

6. Providing support to team members include:
   - explaining/clarifying
   - helping colleagues
   - problem solving
   - providing encouragement
   - providing feedback to another team member
   - undertaking extra tasks if necessary

7. Information to be shared include:
   - assisting a colleague
   - clarifying the organization's preferred task
   - completion methods
   - open communication channels
   - encouraging colleagues
   - acknowledging satisfactory performance
   - workplace hazards, risks and controls
   - acknowledging unsatisfactory performance

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. how to communicate central ideas of a message in an informative and engaging manner
2. how to utilise verbal and non-verbal techniques to sustain participant engagement
3. how to prepare presentation information
4. how to write in a range of styles for different target audiences
5. what are the range of presentation aids and materials available to support presentations
6. what are the principles of effective communication

## EVIDENCE GUIDE

**(1)      Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:
   a.   prepare presentation
   b.   deliver presentation
   c.   evaluate presentation

**(2)      Context of Assessment**
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including demonstration of preparation, delivery and evaluation of a presentation, direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, observation of presentations, review of selected presentation aids, materials and techniques, review of briefing provided for others involved in the presentation, evaluation of techniques implemented to review the effectiveness of the presentation.

**(3)      Context of Assessment**
This unit may be assessed on the job, off the job or a combination of both on and off the job. 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 an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

# GLOSSARY OF TERMS

**Occupational Standards**

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

*Qualification Plan* – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different wok environments. It also contains the Title and Level of the qualification to be awarded.

*Unit Title* - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discreet units of work.

*Unit Descriptor -* The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

*Elements* - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

*Performance Criteria* - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

*Range Statement -* This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates much demonstrate their competence.

*Underpinning Knowledge and Skills* – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

*Evidence Guide* - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be

demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance must be assessed over time, various contexts and with a range of evidence

**Level 1 – Directly supervised worker**

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 – Supervised skilled worker**

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 – Independent/autonomous skilled worker**

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 – Supervisory specialist worker**

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 – Managerial professional worker**

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.