Occupational Standards for Caribbean Vocational Qualifications (CVQ)

CCPBSU 3014   CVQ Level 3 Surveillance Operations

Unit Number	Unit Title	Requirement
PB00071	Conduct Surveillance	Mandatory
PB00072	Manage Covert Investigations	Mandatory
PB00117	Follow Court Procedures	Mandatory
PB00061	Conduct Trade Craft	Mandatory
FSICOR0041A	Work as Part of a Team	Mandatory

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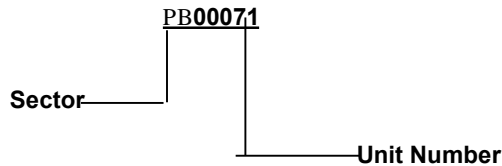
Legend to Occupational Standard code

Example: CCPBSU3014

CCPBSU3014

CARICOM Code

Sector

Occupational Area

Occupational Number

Qualification Level
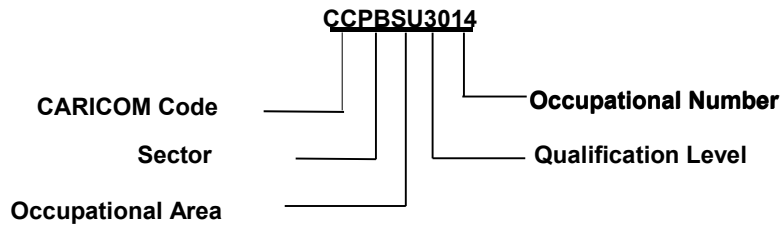
Key: **CC** – CARICOM; **PB** – Public Services; **SU** – Surveillance Operations; **3-** Level 3; **014** - Numerical sequence

Legend to Unit Code

Example: PB00071

PB**00071**

Sector

Unit Number

Key: **PB** – Public Services; unit # 00071

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

PB00071   Conduct Surveillance

Unit Descriptor:	This unit deals with the skills and knowledge required for an operator to acquire information on a given target through clandestine and non -clandestine methods.

ELEMENTS	**PERFORMANCE CRITERIA**
Candidates must be able to:	
1 Conduct Mobile, Foot /Aerial surveillance	1.1 Conduct risk assessment of given task in accordance with standard operating procedures
	1.2 Plan surveillance on identified target in accordance with the risk assessment findings
	1.3 Conduct brief on given task in accordance with standard operating procedures
	1.4 Carry out surveillance on target in accordance with standard operating procedures
	1.5 Conduct a debrief where necessary in accordance with standard operating procedures
	1.6 Prepare and submit report findings/ activities to relevant persons in accordance with standard operating procedures
2 Carry out technical surveillance	2.1 Conduct a risk assessment of the given task in accordance with technical requirements and standard operating procedures
	2.2 Plan surveillance on target in accordance with the technical requirements identified
	2.3 Identify appropriate technical aides and methods of concealment in accordance with given task
	2.4 Carry out surveillance on target using the appropriate technical aides and methods of concealment
	2.5 Conduct a debrief where necessary in accordance with standard operating procedures
	2.6 Prepare and submit report in accordance with SOP

RANGE STATEMENT

All range statements must be assessed.

1. Assessment includes:

- surveillance of the area
- identification of persons with access
- associations
- habits of target and associations
- reviewing information available on the target

2. Target includes:

- individual
- area/location
- structure/ building

3. Standard operating procedures include:

- standing orders
- general orders
- the current and relevant legislation
- policies and procedures
- codes of practice and guidelines governing one's organisation

4. Persons include:

- managers
- supervisors

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand

1. what are the current, relevant legislation, policies and procedures, codes of practice and guidelines governing one's organisation

2. what is one's legal authority

3. what is a risk assessment and how is it conducted

4. what is the line of authority for reporting

5. how to prepare and submit report/s

6. how to brief and debrief a source

EVIDENCE GUIDE

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

a. conduct mobile, foot or aerial patrol surveillance
b. carry out technical surveillance
c. identify a potential source

(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

PB00072   Manage Covert Investigation

Unit Descriptor:	This unit deals with the skills and knowledge required for any law enforcement officer to manage and supervise covert investigations.

ELEMENTS	PERFORMANCE CRITERIA	
Candidates must be able to:		
1 Assume responsibility for a covert investigation	1.1	Confirm the terms of reference for the investigation clarifying with senior personnel any aspects which may be unclear
	1.2	Identify partners to be involved in the investigation and agree on the roles, responsibilities and working protocols in accordance with the terms of reference for the investigation
	1.3	Review all available material relevant to the investigation and formulate an initial investigative strategy
	1.4	Identify and prioritize any urgent lines of enquiry and ensure these are followed in accordance with standard operating procedures
	1.5	Conduct a risk assessment to identify issues which may affect the operational security of the investigation and ways to manage any identified risks in accordance with standard operating procedures
	1.6	Conduct a community impact assessment where necessary and introduce measures to effectively manage in accordance with the terms of reference of the investigations
2 Plan a covert investigation	2.1	Identify any requirements for specialist advice and agree with specialist advisors on their role and responsibilities in relation to the investigation
	2.2	Identify and select a mix of investigative strategies capable of meeting the objectives of the investigation in accordance with available material, lines of enquiry and specialist advice
	2.3	Obtain authorization/particular lines of enquiry where necessary in accordance with standard operating procedures
	2.4	Identify and obtain the resources required for the investigation amending strategies where full resources are

			unavailable in accordance with standard operating procedures
		2.5	Brief individuals involved on the terms of reference for the investigation, their roles and responsibilities and limits of their authority in accordance with standard operating procedures
		2.6	Establish communication protocols for the investigation including the ongoing briefing and debriefing of all relevant personnel, partners and specialist advisors
3	Co–ordinate a covert investigation	3.1	Allocate roles and responsibilities to individuals to commensurate with their abilities in accordance with the terms and reference of the investigation
		3.2	Promote communication between individuals involved in conducting the investigation in accordance with agreed protocols
		3.3	Ensure individuals not directly involved in the investigation are briefed and debriefed with relevant information in accordance with standard operating procedures
		3.4	Implement planned investigative strategies, coordinating the work of all involved and ensuring individual roles are fulfilled
		3.5	Ensure that the risk assessment is ongoing and take appropriate action to secure the investigation within one's own line of authority
		3.6	Ensure the processes for obtaining and recording material are in accordance with current policy and legislation
		3.7	Arrange submission of materials obtained during the course of the investigation to the relevant persons in accordance with standard operating procedures
4	Monitor and maintain the quality of the investigation	4.1	Implement a regular review programme for the investigation to identify areas of good practice and learning points in accordance with the terms of reference of the investigation
		4.2	Ensure that the investigation remains within the terms of reference and the selected investigative strategies are meeting the objectives of the investigation
		4.3	Ensure that the lines of enquiry have been completed, pended or deferred and that all revelation issues are complied in accordance with standard operating procedures
		4.4	Monitor and maintain the quality, safety and security of the material and address disclosure issues in accordance with standard operating procedures

4.5   Coordinate any required authorisations at appropriate points during the investigations in accordance with standard operating procedures

4.6   Monitor the security of the operation and report any breaches in security in accordance with the current organisational

policy

RANGE STATEMENT

All range statements must be assessed.

1. Terms of reference includes:
- fit with strategic objectives and priorities
- objectives and outcomes
- scope
- timing
- resources
- responsibilities
- constraints

2.. Material includes:
- information
- intelligence
- evidence
- unused material
- non relevant material

3. Investigative strategies include:
- forensic/scientific/technical
- intelligence/information
- surveillance
- interview
- research analysis

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand

1. what are the current, relevant legislation, policies and procedures relating to conducting covert investigations
2. what is the importance of conducting operational risk assessments on a continuous basis and how to carry them out
3. what actions can be taken to reduce risks to the security of the investigation to an acceptable level
4. who are the key personnel required to carry out a covert investigation
5. what are the investigation strategies available to assist the investigation
6. what specialist advice is available for investigations, who to contact and how they can contribute to the investigation

EVIDENCE GUIDE

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

a. plan a covert investigation
b. co -ordinate a covert investigation
c. brief key personnel and specialist advisors to assist in investigation
d. coordinate the collation and appropriate dissemination of evidence and intelligence
e. monitor and maintain the quality of the investigation

(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, oral questioning, written questioning, examination of portfolio and simulation. 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 the 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.

PB00117   Follow Court Procedures

Unit Descriptor:	This unit deals with the skills and knowledge required for individuals within law enforcement to prepare and present evidence in courts and at other tribunals.

`

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1	Report to court prosecutor	1.1	Dress in accordance with the standard operating procedures
		1.2	Brief prosecutor on readiness for court matters in accordance to relevant court protocols
		1.3	Receive instructions from Prosecutor and process where necessary
2	Follow court protocol	2.1	Identify allocated seating and seat one's self in accordance with relevant court protocols
		2.2	Present oneself before Magistrate upon hearing name or matter identified in accordance with relevant court protocols and comply with directions of Presiding Magistrate
		2.3	Enter appropriate witness box and take oath in accordance with relevant court protocols
		2.4	Take note of postponement date for re- appearance where necessary
		2.5	Present evidence in chief and submit to cross examination where necessary
		2.6	Respond to all questions in re- examination in accordance with relevant court protocols

RANGE STATEMENT

All range statements must be assessed.

1. Brief includes:
- if witness are available
- supporting documentary evidence available

2. Evidence includes:
- statements (oral or written)
- exhibits
- medical certificates
- reports

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand

1. what constitutes an offense/crime

2. how to respond to questions from the Prosecutor

3. how to address a Magistrate

4. how to respond to a Defence Counsel

5. how to tender exhibits in court

6. how to present evidence in chief

7. how and when to brief witnesses

8. how to demonstrate techniques for maintaining control and composure under cross examination

9. what are the different methods of presenting evidence in court with due regards for rules of evidence, procedure and acceptable professional standards

10. what is the importance of preparing to give evidence

11. how to identify relevant probative and admissible evidence

EVIDENCE GUIDE

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

    a. present evidence in chief
    b. submit to cross examination
    c. brief Prosecutor on readiness for court matters in accordance with the relevant court protocols

(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.

PB00061   Conduct Trade Craft

Unit Descriptor: This unit deals with the skills and knowledge required for an officer within the intelligence unit to apply techniques in order to protect oneself, source and organization during clandestine operations.

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1	Use cover	1.1	Identify the target /situation in accordance with standard operating procedures
		1.2	Conduct risk assessment/evaluation in accordance with the target identified
		1.3	Determine appropriate cover to prevent detection in accordance with standard operating procedures
		1.4	Use one's initiative and creativity to gain access in any given situation
2	Elicit information	2.1	Determine information required in accordance with standard operating procedures
		2.2	Identify the target/source to obtain information required
		2.3	Develop a collection plan in accordance with the target or situation identified
		2.4	Execute/task collection plan in accordance with standard operating procedures
		2.5	Evaluate verbal and non-verbal signals received to determine relevance to the identified target/ situation where necessary
		2.6	Collate and disseminate information in accordance with the standard operating procedures
3	Produce map	3.1	Identify cardinal points to determine location and create a legend
		3.2	Sketch a map in accordance with the location identified

4	Secure individual	4.1	Conduct a personal risk assessment in accordance with the task/situation
		4.2	Develop anti and counter surveillance plans in accordance with the findings of the personal risk assessment
		4.3	Perform anti and counter surveillance when necessary in accordance with standard operating procedures
		4.4	Apply use of force when necessary in accordance with the standard operating procedures
		4.5	Maintain cover in accordance with the target/situation and standard operating procedures
5	Use technical devices	5.1	Identify the task/situation in accordance with standard operating procedures
		5.2	Select and present electronic products to ensure conciseness and to enhance delivery and recipient's understanding of the message
		5.3	Use appropriate device in accordance with task/situation

RANGE STATEMENT

All range statements must be assessed.

1. Assessment includes:
   - surveillance of the area
   - identification of persons with access
   - associates of target
   - habits of target and associates
   - reviewing information available on the target

2. Devices include:
   - photographic equipment
   - computers
   - recording devices
   - mobile devices

3. Standard operating procedures include:
   - standing orders
   - general orders
   - the current and relevant legislation
   - policies and procedures
   - codes of practice and guidelines governing one's organisation

4. Situation includes:
   - motive of the source
   - individual concerns
   - location
   - structure or building
   - organisation

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand

1. what are the current, relevant legislation, policies and procedures, codes of practice and guidelines governing one's organisation
2. what is the individual's legal authority
3. what is personal risk assessment and how is it conducted
4. how to brief and debrief a source
5. what is elicitation and its application
6. what is anti and counter surveillance and its importance
7. what is the use of force policy and its importance
8. what are the different technical devices and its uses
9. what are the advantages and disadvantages of using different technical devices
10. what is map sketching and its importance

EVIDENCE GUIDE

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

    a. use cover
    b. elicit
information
    c. sketch map
    d. secure an individual
    e. use technical devices

(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 team

FSICOR0041A: Work as Part of a Team

Unit Descriptor:

> This unit covers the competency to participate as a member of a work team and organize personal work requirements to achieve workplace outcomes.

Competency Field: Financial Services

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA	
1. Participate and cooperate with others	1.1	Individual responsibilities within the work team are identified and met.
	1.2	Individual performance is periodically checked against group objectives and adjusted as required.
	1.3	Areas of responsibility that affect other team members are identified and met.
	1.4	Harmonious working relationships are maintained with other group members and issues that may lead to, or involve conflict are appropriately referred or resolved in a timely manner.
	1.5	Sensitivity to others workers individual differences is continually demonstrated in the daily work environment.
	1.6	Effective communication with other group members is maintained.
	1.7	A team commitment to help achieve workplace objectives is made whenever necessary.
2. Manage self	2.1	Individual work activities are regularly planned in consultation with others, in order to achieve workplace objectives within specified time frames.
	2.2	Individual work is prioritised and reviewed as necessary.
	2.3	Individual work plans are aligned to group objectives.
	2.4	Problems that affect the achievement of workplace objectives are identified and acted upon.

2.5   Self-improvement and training opportunities are identified
       and appropriate personnel are informed.

2.6   Resources required to achieve workplace outcomes are
       identified.

RANGE STATEMENT

Individual responsibilities may include:

·   individual responsibilities are those responsibilities that an employee is expected to meet in the
     normal performance of their duties; these duties may include duties that they should complete
     themselves, or duties for which they have primary responsibility.

The work team may include:

·   office specific groups of employees
     assigned to complete designated tasks or to
     work together
·   the company as a whole
·   individual branches
·   individual work sections

Team objectives may include:

·   written or verbally specified objectives that
     identify expected workplace outcomes and
     achievements
·   industry targets
·   company targets
·   specific workgroup objectives

Team members may include:

·   other employees
·   managers or supervisors
·   other professionals

Workplace objectives may include:

·   workplace objectives are those objectives
     written or verbally specified that identify
     expected outcomes and performance
     within a designated workplace

Work with others may include:

·   co-workers
·   supervisor
·   clients
·   other professional

Individual work plans may include:

'   daily and/or periodical plans. These plans may be designed by individual employees, managers or supervisors
'   they may be designed individually or in consultation with others

Resources may include:

'   either physical or materials in nature and include any materials that needs to be assessed to complete expected tasks in the workplace (eg: stationery, office equipment, and pro-formas)

Workplace systems and practices are those systems and practices that are approved for use or are common practice in the Financial Services Industry, and which are applied in the context of a work environment

EVIDENCE GUIDE

The Evidence Guide is a guideline which assists in the development of assessment instruments/tools to assess the competency of workers in the Financial Services Industry sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:
'   demonstrated understanding of importance of achieving individual workplace objectives
'   demonstrated understanding of importance of achieving group objectives
'   application of the principles of good teamwork
'   demonstrated ability to prioritise work
'   demonstrated ability to work and achieve daily or periodical work plans
'   knowledge of interpersonal communication techniques
'   basic knowledge of principles of conflict resolution application of problem solving techniques in a workplace environment
'   demonstrated ability to seek advice
'   demonstrated ability to adapt and respond to a changing workplace environment

(2)   Pre-requisite Relationship of Units
'   Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skills</u>
Knowledge of: The ability to:

‧   communication principles   ‧   interpersonal and communication skills
‧   conflict resolution principles   ‧   teamwork participation skills
‧   time management principles   ‧   time management skills
‧   principles of effective teamwork   ‧   planning skills
‧   understanding of reasons for   ‧   referral skills
       organisational change   ‧   basic conflict resolution skills
                                            ‧   resource management skills

 (4)   Resource Implications

The following resources should be made available:

‧   workplace (actual enterprise or simulated)
‧   work team
‧   workplace documents
‧   enterprise policies and procedures and quality standards
‧   Occupational Health and Safety requirements

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:
‧   direct observation
‧   oral questioning
‧   written test
‧   case studies
‧   portfolio of evidence of previous work, training and experiences
‧   evaluation of samples of work and workplace documents
‧   testimonials from clients and industry professionals
‧   authenticated assessments and/or assignments from relevant training courses
‧   supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

        Competency should be assessed in the workplace or simulated workplace environment in
        accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not
relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency
that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
‘ Carries out established processes ‘ Makes judgement of quality using given criteria	‘ Manages process ‘ Selects the criteria for the evaluation process	‘ Establishes principles and procedures ‘ Evaluates and reshapes process ‘ Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

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.