



Level 3

Occupational Standard for National Vocational Qualification Aquaponics

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GRENADA

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INTRODUCTION

The Grenada National Training Agency (GNTA) as empowered by the GCTVET Act of 2009 is the agency mandated to co-ordinate, facilitate and enable the development and growth of Technical and Vocational Education and Training in Grenada Carriacou and Petite Martinique.

The Agency through modes of training intervention intends to help in ensuring that there exists a supply of trained and skilled workers to service labour market needs and thereby contribute to higher levels of productivity in the Grenadian economy. The organisation by way of policy seeks to have developed and approved occupational standards derived from industry specifications and to guide the training, assessment and certification within the Grenada TVET System.

The Grenada Council for Technical Vocational Education and Training (GCTVET) created by an ACT of parliament in 2009 is empowered to approve standards for the award certification leading to CVQ's and NVQ's.

The GNTA has established industry lead groups responsible for vetting standards as well as specifying and recommending standards to be approved.

ABOUT THIS STANDARD

This is a National Vocational Qualification (NVQ) that has been approved for training and certification in Grenada.

This standard was adapted and approved by the Grenada Council for Technical Vocational Education and Training (GCTVET) on 6th September 2018.

There are some minor modifications made to accommodate the local context; however the overall content of the document is unchanged.

QUALIFICATION OVERVIEW

The NVQ Level 3 in Aquaponics is for individuals whose role in the agricultural sector requires well developed behavioural competencies but whose scope for independent decision making and for bringing about change is unlimited. Persons can operate independently at this level and function in a supervisory role.

They are likely to be in roles where they are required to:

- Manage the Production of Fish for Sale or Transfer
- Manage a Budget
- Provide leadership in your area of responsibility
- Recruit, select and keep colleagues
- Provide on the Job Training

Normally persons working at Level 3 should be able to competently carry out simple, complex and routine work activities and to collaborate with others. The person achieving this qualification will typically have at least three months experience in Aquaponics. There may be general as well as specific legislation and statute relating to the area of work. Candidate will be expected to understand how the legislation impacts on their organization together with any organization's regulations and to be able to interpret and advise their colleagues and users of the importance of this.

Relevant occupation include:

- Aquaponics & Gardening Instructor

To achieve this qualification all core units must be achieved. The nominal training hours are a guide for planning the delivery of training programmes.

Please note that certification can be gained through formal training or on- the- job experience by scheduling assessments with the Grenada National Training Agency (GNTA) Certified Assessors.



Occupational Standards for National Vocational Qualification (NVQ)

NVQ Level 3- Aquaponics

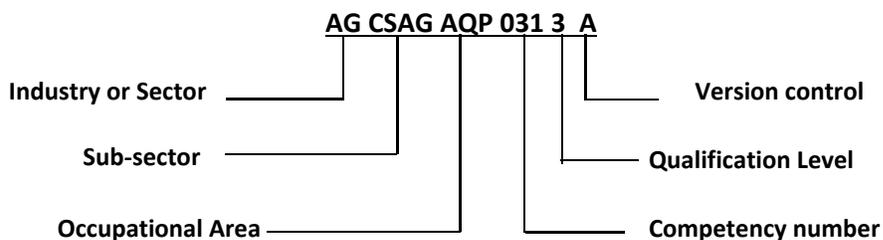
AGCSAGAQP3015

Unit Number	Unit Title	Requirement
FP00024	Manage the Production of Fish for Sale or Transfer	Mandatory
FP00026	Manage a Budget	Mandatory
U28303	Provide leadership in your area of responsibility	Mandatory
U29103	Recruit, select and keep colleagues	Mandatory
FP00027	Provide on the Job Training	Mandatory
FP00022	Manage physical resources	Mandatory
FP00025	Procure Supplies	Mandatory
FP00023	Allocate and Monitor Progress and Quality of Work	Mandatory
BSBFLM0033A	Contribute to effective workplace relationships	Mandatory
U28503	Ensure health and safety requirements are met in your area of responsibility	Mandatory
U28203	Manage your own resources and professional development	Mandatory

To obtain a National Vocational Qualification (NVQ) all Mandatory Units must be achieved.

Legend to unit code

Example: AGCSAGAQP0313A



Sector -Agriculture (AG), Sub-Sector – Climate Smart Agriculture (CSAG), Occupational Area - Aquaponics (AQP)



FP00024 Manage the Production of Fish for Sale or Transfer

Unit Descriptor:

This unit deals with the skills and knowledge required for managing the production of fish for sale or transfer. It describes the work expectations associated with implementing the production plan and overseeing the production of farmed fish to achieve given quality and quantity targets. This unit requires that you organise harvesting, preparation for sale or transfer and transportation.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Implement production plan for fish	1.1	Identify resources and market demand requirements to support the proposed production
		1.2	Monitor fish stock development regularly as scheduled, to establish potential production
		1.3	Analyse customer requirements and establish the farm's capability to meet specified quality and quantity requirements, following industry procedures
		1.4	Develop resources to support the effective implementation of the planned production activities and to maintain fish welfare requirements
2	Manage fish production and sale	2.1	Develop mechanisms to deal with factors which have the potential of disrupting production activities, following industry procedures
		2.2	Develop an effective recording system to support the production process and support the implementation of production activities to achieve specified production
		2.3	Evaluate the success of production operations, in accordance with industry procedures
		2.4	Arrange details of transport of fish for sale based on market demand requirements



RANGE STATEMENT

Resources include:

- people
- equipment
- storage
- transport

Market demand requirements include:

- type of fish
- size of fish
- weight of fish
- delivery time and frequency
- product condition
- price

Mechanisms to deal with include:

- variations in environmental conditions
- malfunction of equipment
- stock shortage
- health of fish

Details of transport

- chilled
- live

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the farm and holding unit production characteristics
2. How to establish the production potential for available fish stock
3. How customer requirements are accounted for within production
4. What is the importance of achieving customer requirements within production
5. Why it is important to maintain standards of fish welfare during production activities
6. Which factors are likely to disrupt production and how can a disruption be minimised
7. What are the resources required to support effective production
8. What are the production activities and their effective implementation
9. What are the legal requirements which control the production of fish
10. Why it is important to achieve planned production and customer requirements
11. Which methods are used to monitor planned production
12. How does codes of practice influence fish production
13. How to establish production to limit the impact of factors that can disrupt production
14. What are the reasons for keeping production records, and the importance of their accuracy
15. How legislation controls the movement of live fish
16. What methods are used to evaluate production

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- analyse market requirements and establish the farm's capability to meet specified quality and quantity, following industry procedures
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- develop resources to support the effective implementation of the planned production activities and to maintain fish welfare requirements
- develop mechanisms to deal with factors which have the potential of disrupting production activities, following industry procedures
- evaluate the success of production operations, in accordance with industry procedures
- arrange details of transport of fish for sale based on market demand requirements

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written 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 a suitable venue and all 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. 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.



FP00026

Manage a Budget

Unit Descriptor:

This unit deals with the skills and knowledge required for managing a budget for a defined area or activity of work. It describes the work expectations associated with preparing, submitting and agreeing on a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Prepare budget	1.1	Prepare budget by evaluating available information for the respective area or activity of work
		1.2	Submit the proposed budget to the relevant people in the organisation for approval
2	Monitor actual performance and take action in response to budget variations	2.1	Monitor and control performance for the respective area or activity of work using agreed budget
		2.2	Identify the causes of any significant variances between what was budgeted and actual and take prompt corrective action, obtaining agreement from the relevant people according to workplace procedures
		2.3	Propose revisions to the budget in response to variances and/or significant or unforeseen developments and submit revisions to the relevant people following workplace procedures
		2.4	Provide ongoing information on performance against the budget to relevant people following workplace procedures
		2.5	Advise relevant people if evidence of potential fraudulent activities have been identified, following workplace procedures



RANGE STATEMENT

Information includes:

- operational costs and liabilities
- miscellaneous costs
- revenue generation
- additional earnings
- upgrades/improvements/expansions

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the purposes of budgetary systems.
 2. Where to get and how to evaluate available information to be able to prepare a realistic budget
 3. What is the importance of spending time on and consulting with others in preparing a budget
 4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
 5. How to use a budget to actively monitor and control performance for a defined area or activity of work
 6. What are the main causes of variances and how to identify them
 7. What different types of corrective action could be taken to address identified variances
 8. How unforeseen developments can affect a budget and how to deal with them
 9. What is the importance of making revisions to the budget and communicating the changes
 10. What is the importance of providing regular information on performance against the budget to other people
 11. What are the types of fraudulent activities and how to identify them
 12. Why is it important to use the implementation of the budget to identify information and lessons for the preparation of future budgets.
 13. What factors, processes and trends are likely to affect the setting of budgets in your industry/sector.
 17. What are the organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
 18. What is the agreed budget, how it can be used and how much it can be changed without approval
 20. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
 21. What to do and who to contact if you suspect fraud has been committed
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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- prepare budget by evaluating available information for the respective area or activity of work
- identify the causes of any significant variances between what was budgeted and actual and take prompt corrective action, obtaining agreement from the relevant people according to workplace procedures
- propose revisions to the budget in response to variances and/or significant or unforeseen developments and submit revisions to the relevant people following workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written 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 a suitable venue and all 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.

U28303:

Provide leadership in your area of responsibility

Unit Descriptor:

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation

PERFORMANCE CRITERIA

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

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| <p>1. Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.</p> | <p>a Articulate a vision that generates excitement, enthusiasm and commitment.</p> |
| <p>2. Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.</p> | <p>b Create a sense of common purpose.</p> |
| <p>3. Steer your area successfully through difficulties and challenges, including conflict within the area.</p> | <p>c Take personal responsibility for making things happen.</p> |
| <p>4. Create and maintain a culture within your area which encourages and recognises continuous improvement.</p> | <p>d Make complex things simple for the benefit of others.</p> |
| <p>5. Develop a range of leadership styles and select and apply them to appropriate situations and people.</p> | <p>e Encourage and support others to take decisions autonomously.</p> |
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6. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.
 - f Act within the limits of your authority.

 7. Give people in your area support and advice when they need it especially during periods of setback and change.
 - g Make time available to support others.

 8. Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.
 - h Show integrity, fairness and consistency in decision-making.

 9. Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.
 - i Seek to understand people's needs and motivations.

 10. Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead.
 - j Model behaviour that shows respect, helpfulness and co-operation.

 11. Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance.
 - k Encourage and support others to make the best use of their abilities.
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UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The fundamental differences between management and leadership.
2. How to create a compelling vision for an area of responsibility.
3. How to select and successfully apply different methods for communicating with people across an area of responsibility.
4. A range of different leadership styles and how to select and apply these to different situations and people.
5. How to get and make use of feedback from people on your leadership performance.
6. Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.
7. The benefits of and how to create and maintain a culture which encourages continuous improvement.
8. The importance of encouraging others to take the lead and ways in which this can be achieved.
9. How to empower people effectively.
10. How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Industry/sector specific knowledge and understanding

11. Leadership styles common in the industry/sector.
12. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

13. Your own values, motivations and emotions.
14. Your own strengths and limitations in the leadership role.
15. The strengths, limitations and potential of people that you lead.
16. Your own role, responsibilities and level of power.

UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding (continued)

15. The vision and objectives of the overall organisation.
 16. The vision, objectives, culture and operation plans for your area of responsibility.
 17. Types of support and advice that people are likely to need and how to respond to these.
 18. Leadership styles used across the organisation.
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EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action:				
O1 O2 O5	<ul style="list-style-type: none"> vision statement, policy statements, operational objectives plans and procedures 	a, b, c, f	1,2,3,7	11,12	13,14,15 16,17,18 19,20
O6 O7 O8 O9	<ul style="list-style-type: none"> notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages. 	a, b, c, d, e f, g, h, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
O10	<ul style="list-style-type: none"> personal statements (how you ensured that your vision was understood and used by others to shape their behaviour) 	a, b, c, d, e f, g, h, i, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
	<ul style="list-style-type: none"> witness statements (by those using your vision to shape their behaviour) 	a, b, c, d, e f, g, h, i, j, k	-	-	-
	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorized activities designed to address significant problems and seized opportunities:				
O2 O3 O4	<ul style="list-style-type: none"> contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences) 	b, c, e, f, k	1, 3, 4, 6 7, 8, 9,10	11,12	13,14,15, 16,19,20
O5 O6 O7	<ul style="list-style-type: none"> letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions) 	b, c, d, e, f h, j, k	1, 3, 4, 6 8, 9, 10	11,12	13,14,15, 16,19,20
O8 O9 O10	<ul style="list-style-type: none"> minutes or notes of progress report meetings 	b, c, e, f, g, h, i, j, k	1, 4, 5, 6, 8, 9, 10	11,12	13,14,15, 16,19,20
	<ul style="list-style-type: none"> personal statements (how you made significant decisions and delegated responsibility to others) 	c, e, f, g, h, i j, k	1, 4, 6, 7 8, 9, 10	11,12	13,14,15, 16,19,20
	<ul style="list-style-type: none"> witness statements (how you made significant decisions and delegated responsibility to others) 	c, e, f, g, h i, j, k	-	-	-

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O3 O4 O5 O9 O10	Proposals you have made, parameters you have set, plans you have made and records you kept of development meetings and projects designed to encourage creative ideas- generation and innovation:				
	<ul style="list-style-type: none"> proposals for, and agenda and reports and of meetings 	a, b, c, e, f k	4, 6, 7, 8 9, 10	12	14,15,16 17,18,19
	<ul style="list-style-type: none"> criteria used to sort and evaluate creative ideas 	f, h	4, 7	12	16,17,18
	<ul style="list-style-type: none"> proposals to develop new and innovative products, production systems or operational procedures 	a, c, d, f	2, 3, 7	12	16,17,18
O1 O2 O11	Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:				
	<ul style="list-style-type: none"> records of appraisal or performance review interviews with your line manager 	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	<ul style="list-style-type: none"> records of 360° appraisals by colleagues 	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	<ul style="list-style-type: none"> notes of informal feedback, reflective logs or Continuous Professional Development (CPD) records 	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	<ul style="list-style-type: none"> critical incident personal reports 	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
<ul style="list-style-type: none"> witness statements (experiences of your leadership and management performance) 	a, b, c, d, e f, g, h, i, j	-	-	-	

EVIDENCE REQUIREMENTS (continued)

2. Methods of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessments

The unit should be assessed using evidence from the workplace. Simulations are **not** allowed.

4. Links to other units

This unit is linked to the units **Provide leadership for your team** and **Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.

U29103:

Recruit, select and keep colleagues

Unit Descriptor:

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed. As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purpose of this unit, 'colleagues' means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA	BEHAVIOUR WHICH UNDERPIN EFFECTIVE PERFORMANCE
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To be competent you must achieve the following:

This element requires that you:

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| <ol style="list-style-type: none"> 1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving. 2. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration. 3. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience. 4. Identify and review the options for addressing any identified shortfalls and decide on the best option (s) to follow. | <ol style="list-style-type: none"> a. Recognise the opportunities presented by the diversity of people. b. Work to turn unexpected events into opportunities rather than threats. c. Try out new ways of working. d. Identify people's information needs. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.
 6. Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
 7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
 8. Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.
 9. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
 10. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.
 11. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.
 12. Implement measures aimed at staff retention.
- e. Seek to understand people's needs and motivations.
 - f. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
 - g. Take and implement difficult and/or unpopular decisions, if necessary.
 - h. Act within the limits of your authority.
 - i. Show integrity, fairness and consistency in decision making.
 - j. Acknowledge and reward people's efforts and outputs.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.
2. The types of reasons colleagues might give for leaving.
3. How to measure staff turnover.
4. The causes and effects of high **and** low staff turnover.
5. Measures which can be undertaken to address staff turnover problems.
6. How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.
7. Different options for addressing identified shortfalls and their associated advantages and disadvantages.
8. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
9. Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
10. Different recruitment and selection methods and their associated advantages and disadvantages.
11. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
12. How to judge whether applicants meet the stated requirements of the vacancy.
13. Sources of specialist expertise in relation to recruitment, selection and retention.
14. How to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
15. How to review the effectiveness of recruitment and selection in your area.
16. What are the current best practice in recruitment, selection and retention.
17. The organisation's recognition reward systems.

UNDERPINNING KNOWLEDGE (continued)

Industry/sector specific knowledge and understanding

18. Turnover rates within similar organisation in the industry/sector.
19. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.
20. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

21. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.
22. Work requirements in your area.
23. Agreed operational plans and changes in your area.
24. The staff turnover rate in your area.
25. Job descriptions and person specifications for confirmed vacancies.
26. Local employment market conditions.
27. The organisation's structure, values and culture.
28. Employment policies and practices within the organisation and country– including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
29. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2	Data on staff turnover, records of exit interviews and strategies for retaining staff:				
	<ul style="list-style-type: none"> spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends 	b, d	1, 3, 4	18	24
	<ul style="list-style-type: none"> notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries of analyses of the information 	b, e	1, 2, 3, 4	18,19	24
	<ul style="list-style-type: none"> reports, proposals, action plans and other records of strategies you have developed for reducing staff 	b, c, h, j	1, 2, 3, 4, 5, 16, 17	18,19	21,22,24 29
O3 O4	Reviews of the workforce in your area of responsibility that you have organised or prepared:				
	<ul style="list-style-type: none"> analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment) 	b, c, f, i	6	20	21,22,23
	<ul style="list-style-type: none"> reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements 	a, f, i	6	20	21,22,23
	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential 	a, f, i	7	20	21,22,23 29
	<ul style="list-style-type: none"> reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc) 	a, c, f, g, i	7	20	21,22,23
	<ul style="list-style-type: none"> personal statement (reflection on your role in developing strategies to address current or potential workforce requirements) 	a, c, f	6, 7	20	21,22,23

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of your role in the recruitment and selection of new staff:				
O5	• notes of discussions about, and copies of, job descriptions and person specifications you have	a, c, d, f, g	8, 13, 14	19,20	25
O6 O7 O8 O9 O10	• notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria	a, d, f, h, i	9, 10, 11 13, 14	19,20	26, 28, 29
	• notes of interviews or records of other selection process you have	e, f, i	10, 12, 14	19,20	27, 28
	• reports, emails, memos or other records of your evaluation of the recruitment and selection	i	13, 14, 15	19,20	28
O11	• personal statement (reflection on your role in recruiting and selecting new staff)	a, c, i	8, 9, 10 11, 12 13, 14, 15 16, 17	19,20	26, 27, 28

2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

Nil.

FP00027:

Provide On the Job Training

Unit Descriptor:

This unit applies to the skills and knowledge necessary to assist in the provision of on the job training in a wide range of different contexts.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Plan for delivery of on-the-job training	1.1	Objectives of training and competency to be achieved are identified
		1.2	Role in provision of training is clarified
2	Deliver on-the-job training	2.1	Training objectives are explained to trainee
		2.2	Training is carried out using appropriate techniques
		2.3	Trainee progress is monitored and constructive feedback provided to trainee
3	Review training program	3.1	Training program is evaluated according to standard operating procedure.
		3.2	Training data is recorded according to standard operating procedures
		3.3	Training is reported on according to standard operating procedures
		3.4	Training program is revised according to standard operating procedures

RANGE STATEMENT

Training is delivered in a one-to-one or small group situation.

The training must be structured and based on co-operation between trainer and other training personnel.

The training covers both underpinning knowledge and practical skills. Training may be applied to technical, orientation, OH&S, or other areas.

Techniques that could be used as the subject of training includes:

- sketches
- drawings
- charts and maps
- logical presentation
- feedback
- production schedules
- written machine or job instructions
- client instructions

-
- signage
 - memos
 - work schedules/work bulletins
 - explanation
 - sound communication methods
 - demonstration/practice

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

Knowledge Knowledge of:

The following knowledge must be assessed as part of this unit:

- basic level of ability in speaking
- basic level in reading
- basic level in writing English
- basic numeracy
- work place safety requirements
- the use of work schedules, charts,

Skills

The ability to:

- work safely to instructions
- convey information in simple English to invoke correct actions
- assist in the provision of on the job training

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

This unit should be assessed in conjunction with other specialisation or core units and not in isolation. The assessment should be linked with performance of normal workplace activities where the competency covered by this unit is demonstrated concurrently with other core or elective competencies. The communication tasks may be related to any aspect of the job, interacting with team members, receiving instructions, reporting and any other activity that requires communication with individuals or groups.

During assessment the individual will:

- demonstrate safe working practices at all times
- demonstrate the ability to assist in the provision of on the job training
- communicate information about tasks being undertaken to ensure a safe and efficient working environment
- take responsibility for the quality of their own work
- perform all tasks in accordance with standard operating procedures
- 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, supervisor's reports, project work, samples 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 must be assessed on the job. 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

FP00022:

Manage physical resources

Unit Descriptor:

This unit deals with the skills and knowledge required for ensuring the availability of the physical resources required to carry out planned activities in area of responsibility. It describes the work expectations associated with preparing justification for obtaining resources, planning and monitoring the use of resources.

ELEMENTS		PERFORMANCE CRITERIA
Candidates must be able to:		
1	Prepare justification for obtaining required resources	1.1 Obtain information from users of resources on what is required for effective workplace operations
		1.2 Evaluate past patterns of resource use, trends and developments likely to affect future demand for resources following workplace procedures
		1.3 Identify the range and quantity of resources required for the planned activities in area of responsibility, including contingencies
		1.4 Identify sustainable resources and ensure their effectiveness and efficiency according to industry procedures
		1.5 Prepare justification for the resources required, clearly showing the costs involved and the expected benefits in accordance with industry procedures
2	Plan for use of resources	2.1 Make appropriate adjustments to planned activities, where the required resources are not available
		2.2 Make arrangements with suppliers for resources to be available when required
		2.3 Prepare operational plan for effective use of available resources in accordance with manufacturer’s guidelines to minimise any adverse impact on the environment following industry procedures
		2.4 Take appropriate action to ensure the storage and security of resources and ensure use in accordance with manufacturer's instructions and industry procedures
3	Monitor use of resources	3.1 Monitor the quality of resources and usage according to workplace procedures

-
- 3.2 Take corrective action to deal with any significant discrepancies between actual and planned resource use, following workplace procedures

RANGE STATEMENT

Resources include:

- tools and equipment
- materials
- feed and additives
- medication
- sanitation and water treatment agents
- services

Security measures for resources include:

- physical
- storage conditions
- issue for use

Actions to minimise impact on environment from resource use:

- adherence to recommended procedures and practices
 - I. frequency
 - II. quantity/dosage/concentration
 - III. stage at which administered
 - IV. personnel authorization for use
- monitoring of environment to determine possible impact from farming practices
- take corrective action to rectify impact

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. Why is it important to involve resource users in planning, identifying and monitoring resource use
 2. How to identify the range and calculate the quantity of resources required to carry out planned activities
 3. What are the importance of using sustainable resources, how to identify such resources and ensure their effective and efficient use
 4. How to carry out a cost-benefit analysis
 5. How to justify resource requirements
 6. How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full
 7. How to make arrangements with suppliers to ensure resources are available when required
 8. What are the potential impact of resource use on the environment and actions you can take to minimise any adverse impact
 9. What are the risks associated with the types of resources used and actions you can take to ensure resources are secured and used safely
 10. What is the importance of monitoring the quality and use of resources continuously
-

-
11. What types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) can be taken in case of significant discrepancies between actual and planned resource use
 12. What are the industry/sector requirements for managing physical resources
 13. What are the past patterns of resource use in area of responsibility and how to monitor and use this information
 14. Which are the trends and developments that affect future demand for resources in area of responsibility and how to evaluate the likely impact of these
 15. What are the planned activities in your area of responsibility and the need to plan for possible contingencies

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- identify the range and quantity of resources required for the planned activities in area of responsibility, including contingencies
- prepare justification for the resources required, clearly showing the costs involved and the expected benefits
- prepare operational plan to use resources in ways that are efficient and minimise any adverse impact on the environment
- take timely corrective action to deal with any significant discrepancies between actual and planned resource use

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written 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 a suitable venue and all 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. 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.

FP00025:

Procure supplies

Unit Descriptor:

This unit deals with the skills and knowledge required for procuring supplies (products or services) from external suppliers. It describes the work expectations associated with sourcing possible suppliers and selecting a chosen supplier.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Source possible suppliers	1.1	Comply with relevant organisational procedures, legal and ethical requirements when procuring supplies
		1.2	Seek support from colleagues or legal specialists on any unclear procurement practices
		1.3	Consult with others involved to identify requirements for supplies, and prepare detailed specifications, where necessary
		1.4	Source supplies that meet requirements, identifying a range of supplies and/or suppliers to compare alternatives
2	Select supplier	2.1	Select supplies and suppliers which offer the optimal mix of quality, costs and reliability, following workplace procedures
		2.2	Make agreement with selected suppliers following workplace procedures
		2.3	Determine details of contract with supplier in accordance with workplace procedures
		2.4	Monitor the performance and service of suppliers and take prompt action to resolve any problems, in line with the terms of the contract

RANGE STATEMENT

Agreement with suppliers includes:

- quality
- timeliness
- reliability of supplies
- after sales service
- availability of credit facilities

Details of contract include:

- quality and quantity of supplies
- timescales and costs
- terms and conditions
- consequences if either party fails to comply with the contract

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What is the importance of following relevant organisational procedures and legal and ethical requirements when procuring supplies
2. What is the importance of consulting with others involved to identify requirements for supplies
3. How to prepare detailed specifications for procuring supplies
4. How to identify and source supplies which meet requirements
5. How to select supplies and suppliers which offer the optimal mix of quality, costs and reliability
6. How to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties
7. What is the importance of agreeing on a contract and how to do so
8. How to monitor the performance of suppliers in terms of the quality, timeliness and reliability of supplies
9. What is the importance of taking prompt action to resolve any problems with the performance of suppliers, how to decide what action should be taken and when
10. What are the workplace/Industry requirements for procuring supplies
11. Who to consult with to identify requirements for supplies

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- source supplies that meet requirements, identifying a range of supplies and/or suppliers to compare alternatives
- make agreement with selected suppliers following workplace procedures
- determine details of contract with supplier in accordance with workplace procedures
- monitor the performance of suppliers and take prompt action to resolve any problems

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written 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 a suitable venue and all 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. 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.

FP00023:

Allocate and Monitor Progress and Quality of Work

Unit Descriptor:

This unit deals with the skills and knowledge required to allocate and monitor the progress and quality of work in your area. It describes the work expectations associated with ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Allocate work to individuals and/or teams	1.1	Confirm work required in area of responsibility with manager and seek clarification, where necessary, on any outstanding points and issues
		1.2	Plan how work will be undertaken by seeking views from people in area of responsibility, identifying any priorities or critical activities and ensuring the best use of the available resources
		1.3	Allocate work to individuals and/ or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
		1.4	Inform individuals and/or teams on allocated work and the standard or level of expected performance
		1.5	Promote ways of working that maximise productivity and take account of team members expectations
2	Monitor progress and quality of work	2.1	Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
		2.2	Check that workers comply with health and safety procedures in accordance with industry requirements
		2.3	Identify and deal with problems and unforeseen events following workplace procedures Provide additional support and/or resources to individuals and/or teams to assist in completion of work following workplace procedures
		2.4	Monitor work area for conflict, identifying the cause(s) when it occurs and dealing with it promptly following workplace procedures
		2.5	Monitor work area for conflict, identifying the cause(s) when it occurs and dealing with it promptly following workplace procedures

3	Review work plans	3.1	Identify unacceptable or poor performance, discuss the cause(s) and determine ways of improving performance with individuals and/or teams, following workplace procedures
		3.2	Recognise and acknowledge successful completion of significant pieces of work or work activities by individuals and/or teams, following workplace procedures
		3.3	Use information collected on the performance of individuals and/or teams in any formal appraisals of performance following workplace and industry procedures
		3.4	Report assessments and recommendations to manager for decision making
		3.5	Review and update plans of work, clearly communicating any changes to those affected according to workplace procedures

RANGE STATEMENT

Work methods that maximise productivity include:

- schedule of work
- allocation of duties/tasks
- facilitation of training

Methods of acknowledging successful performance include:

- recommendations for performance based incentives
- product based incentives

Methods of monitoring progress of work includes:

- performance appraisal
- meeting deadlines

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. How to select and successfully apply different methods for communicating with people across an area of responsibility
2. What is the importance of confirming/clarifying the work required in the area of responsibility with the manager
3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work
4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and available resources
5. How to identify sustainable resources and ensure their effective use when planning the work for area of responsibility
6. What is the importance of seeking views from people working in your area and how to take account of their views in producing the plan of work
7. Why is it important to allocate work to individuals and/ or teams on a fair basis and how to do so effectively

8. Why is it important to brief individuals and/or teams on allocated work and the standard or level of expected performance and how to do so effectively
9. What are the ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated
10. What are the ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance
11. How to provide prompt and constructive feedback to individuals and/or teams
12. Why is it important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
13. Why is it important to identify unacceptable or poor performance by individuals and/or teams and how to discuss with them the cause(s) and ways of improving performance
14. What type of problems and unforeseen events may occur and how to support individuals and/or teams in dealing with them
15. What additional support and/or resources individuals and/or teams might require to help them complete their work and how to assist in providing this
16. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance
17. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes
18. What is the importance of reviewing and updating plans of work for your area in the light of developments,
19. How to reallocate work and resources and how to clearly communicate the changes to those affected

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- plan how work will be undertaken ensuring the best use of the available resources
- allocate work to individuals and/ or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
- monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
- use information collected on the performance of individuals in formal appraisals of performance following workplace and industry procedures
- review and update plans of work, clearly communicating any changes to those affected according to workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, reports, project work, practical demonstration of tasks and functions and oral and written 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 a suitable venue and all 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. 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.



BSBFLM0033A:

Contribute to effective workplace relationships

Unit Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Gather, convey and receive information and ideas	1.1	Information to achieve work responsibilities is collected from appropriate sources.
		1.2	The method(s) used to communicate ideas and information is appropriate to the audience.
		1.3	Communication takes into account social and cultural diversity.
		1.4	Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2	Develop trust and confidence	2.1	People are treated with integrity, respect and empathy.
		2.2	The organisation’s social, ethical and business standards are used to develop and maintain positive relationships.
		2.3	Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.
		2.4	Interpersonal styles and methods are adjusted to the social and cultural environment.
3	Build and maintain networks and relationships	3.1	Networking is used to identify and build relationships.
		3.2	Networks and other work relationships provide identifiable benefits for the team and organisation.
		3.3	Action is taken to maintain the effectiveness of workplace relationships.
4	Manage difficulties to achieve positive outcomes	4.1	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.
		4.2	Colleagues receive guidance and support to resolve their work difficulties.
		4.3	Poor work performance is managed within the organisation’s processes.
		4.4	Conflict is managed constructively within the organisation’s processes.

- 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • goals, objectives, plans, systems and processes • business and performance plans • access and equity principles and practice • ethical standards | <ul style="list-style-type: none"> • quality and continuous improvement processes and standards • defined resource parameters |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds
- Customers and suppliers would typically be from:
- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements
- Guidance and support may be
- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S)

considerations

may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

Knowledge Knowledge of:

The following knowledge must be assessed as part of this unit:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work
 - relationships
 - identifying the cultural and social environment
 - identifying and assessing

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds



- interpersonal styles
- establishing networks
- problem identification and resolution
- handling conflict
- managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias



The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(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, supervisor's reports, project work, samples 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

U28503:

Ensure health and safety requirements are met in your area of responsibility

Unit Descriptor:

This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

PERFORMANCE CRITERIA

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Identify your personal responsibilities and liabilities under health and safety legislation and legal obligations and regulations. 2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties. 3. Ensure that the health and safety policy statement is put into a practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration. 4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues. 5. Seek and make use of specialist expertise in relation to health and safety issues. | <ol style="list-style-type: none"> a Respond quickly to crises and problems with a proposed course of action. b Identify people's information needs. c Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes. d Are vigilant for possible risks and hazards. e Take personal responsibility for making things happen. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks.
 - f Identify the implications or consequences of a situation.
 - g Act within the limits of your authority.
 7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility.
 8. Show continuous improvement in your area of responsibility in relation to health and safety performance.
 9. Make health and safety a priority area in terms of informing planning, training and decision-making in your area of responsibility.
 - h. Constantly seek to improve performance.
 10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.
 - i. Treat individuals with respect and act to uphold their rights.
 11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues.
 12. Develop a culture within your area of responsibility which puts health, safety and wellness first.
-

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Why health and safety in the workplace is important.
2. How and where to identify your personal responsibilities and liabilities under health and safety legislation, legal obligations and regulations.
3. How to keep up with legislative and other developments relating to health and safety and wellness.
4. The requirements for organisations to have a written health and safety policy statement.
5. How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.
6. How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.
7. How and when to consult with people in your area of responsibility or their representatives on health and safety issues.
8. Sources of specialist expertise in relation to health and safety and wellness.
9. Ways of developing a culture in your area of responsibility which puts health, safety and wellness first.
10. The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them.
11. How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility.
12. Why and how health and safety should inform planning, training and decision-making.
13. The importance of setting a good example to others in relation to health and safety.
14. The type of resources required to deal with health, safety and wellness issues.

Industry/sector specific knowledge and understanding

15. Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety.
 16. Health and safety risks, issues and developments which are particular to the industry or sector.
-

UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding

17. Other relevant parties with an interest in health and safety in your area of responsibility.
 18. The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and to other relevant parties.
 19. Sources of specialist health and safety expertise used in your area of responsibility.
 20. The operational plans for your area of responsibility.
 21. The resources allocated to and across your area of responsibility for health and safety.
 22. Allocated responsibilities for health and safety in your area and the organisation in general.
 23. Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.
 24. Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility.
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EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
O1 O2 O3 O4 O5	Records of actions you have taken to ensure health and safety policies are implemented appropriately:				
	<ul style="list-style-type: none"> notes or minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety 	b, c, e, g, i	1, 2, 3 4, 5, 6 7, 8, 9	15,16	17,18,19 20,22,23 24
	<ul style="list-style-type: none"> notes of briefings or presentations you have made or commissioned to people in your area or responsibility on the implementation of workplace policies on health and safety 	b, c, e, g, i	1, 2, 3 4, 5, 6 7, 8, 9	15,16	17,18,21 22
	<ul style="list-style-type: none"> records of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety 	c, e, g, h	1, 5, 8 14	15,16	17,18,21 22
	<ul style="list-style-type: none"> personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility) 	c, e, h	1, 2, 4 6, 7, 8, 9	15,16	18,20,21 23
O6 O7 O8	Records of risk assessments you have organised, monitoring systems you have introduced or improved, and actions you have taken to reduce risks in your area of responsibility:				
	<ul style="list-style-type: none"> notes of minutes of meetings with colleagues and those with specialist expertise that you have organised, to identify and assess risks in your area of responsibility, review and improve procedures and behaviour to reduce risks, and review and develop systems to record accidents and incidents that present a risk to health and safety 	b, c, d, e, f, g, h, i	1, 2, 7 8, 10 11, 12 14	15,16	17,19,20 21,22,23 24

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
O9 O10 O11 O12	Records of risk assessments you have organised, monitoring systems you have introduced or improved, and actions you have taken to reduce risks in your area of responsibility (continued):				
	• risk assessment you have prepared and reports on hazards, risks and accidents have been submitted to appropriate people in your organisation	c, d, e, f, g h	1, 2, 7 8, 10 13, 14	15,16	19,23
	• procedure specifications and instructions you have prepared and emails, memos and other communications you have sent to people in your area of responsibility, to improve systems and operations, and to encourage behaviour that reduce risks to health and safety	a, b, c, d, e f, g, h, i	1, 2, 9 10, 12, 14	15,16	20,21,22 23,24
O6 O7 O8 O9 O10	• systems specifications and instructions you have prepared and emails, memos and other communications you have sent to people in your area of responsibility, to monitor accidents and incidents that present a risk to health and safety	b, c, e, g, h i	1, 2, 9 10, 11	15,16	20,21,22 23,24
	• analyses of data on accidents and incidents that present a risk to health and safety	c, d, f	1, 2, 9 10, 11, 12	15,16	24
O11 O12	• personal statement (reflections on your own actions to identify, monitor and reduce risks to health and safety in your area of responsibility)	a, c, d, e, f, g, h	1, 2, 9 10, 11 12, 13	15,16	20,21,22 23,24
	• witness statements (comments on your actions and behaviour in modeling best practice and encouraging others to minimise the risks to health and safety)	a, b, d, i	-	-	-



EVIDENCE REQUIREMENTS (continued)

2. Methods of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence form the workplace. Simulation is **not** allowed.

4. Links to other units

This unit is linked to the units **Allocate and monitor the progress and quality of work in your area of responsibility** and **Ensure your own actions reduce risks to health and safety** in the overall suite of National Occupational Standards for management.

U28203:

Manage your own resources and professional development

Unit Descriptor:

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals. You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations. Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

PERFORMANCE CRITERIA

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

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| <ol style="list-style-type: none"> 1. Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation. 2. Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development. 3. Discuss and agree on personal work objectives with those you report to and how you will measure progress. 4. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities. 5. Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills. | <ol style="list-style-type: none"> a Address multiple demands with the required amount of energy focus or energy. b Recognise changes in circumstances promptly and adjust plans and activities accordingly. c Prioritise objectives and plan work to make best use of time and resources. d Take personal responsibility for making things happen. e Take pride in delivering high quality work. f Show an awareness of your own values, motivations and emotions. g Agree achievable objectives for yourself and give a consistent and reliable performance. |
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6. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.
 7. Undertake the activities identified in your development plan and evaluate their contribution to your performance.
 8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.
 9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.
 10. Ensure that your performance consistently meets or goes beyond agreed requirements.
- h. Recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
 - i. Make best use of available resources and proactively seek new sources of support when necessary.
 - j. Reflect regularly on your own experiences and use these to inform future action.
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UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The principles which underpin professional development.
2. The importance of considering your values and career and personal goals and how to relate them to your job role and professional development.
3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
4. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
5. How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills.
6. What an effective development plan should contain and the length of time that it should cover.
7. The range of different learning style(s) and how to identify the style (s) which work (s) best for you.
8. The type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills.
9. How to identify whether/how development activities have contributed to your performance.
10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.
11. Monitoring the quality of your work and your progress against requirements and plans.
12. How to evaluate your performance against the requirements of your work-role.
13. How to identify and use appropriate and reliable sources of feedback on your performance.

Industry/sector specific knowledge and understanding

14. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development.

Context specific knowledge and understanding

15. The requirements of your work–role including the limits of your responsibilities.
 16. The vision and objectives of your organisation.
 17. Your own values and career and personal goals.
 18. Your personal work objectives.
 19. Your preferred learning style (s).
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UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding (continued)

20. Your current knowledge, understanding and skills.
21. Identified gaps in your current knowledge, understanding and skills.
22. Your personal development plan.
23. Available development opportunities and resources in your organisation.
24. Your organisation's policy and procedures in terms of personal development.
25. Reporting lines in your organisation.
26. Possible sources of feedback in your organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3	Your evaluation of the current and future requirements of your work role, and your career and personal work objectives and your reflections on your values:				
	• job descriptions, records of appraisal or performance review meetings, work plans and objectives	b, c, d, f, g, h	1, 2, 3, 5	-	15, 25
	• notes of conversations with managers and colleagues about their expectations	a, b, c, e, g, h, i	1, 3, 5, 13	-	23, 26
	• personal statement (reflections on your role and responsibilities, work objectives and values)	a, b, c, e, g, h, i	2, 5, 7	-	15, 17, 18
O4	Assessment of your personal learning style and its implications:				
	• reports from providers of assessment instrument	f, h, j	1, 7, 13	-	19
	• personal statement (reflection on implications of learning style for development activities)	f, h, i, j	1, 7, 8	-	19, 23, 24
	Assessment of your current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of your work role:				
	• qualification certificates and transcripts	-	1	1	20
	• personality and skill inventory reports	h	1, 5	1	20, 21

05 06	<ul style="list-style-type: none"> records of appraisal or performance review meetings, and personal development plans and objectives 	h	1, 5, 9, 10, 11, 12, 13	1	20, 21, 23, 24, 25, 26
	<ul style="list-style-type: none"> personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role) 	h, j	1, 5, 8, 12	1	20, 21, 23
	<ul style="list-style-type: none"> witness statements from managers and other work colleagues 	h, i	-	-	-
07	Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:				
	<ul style="list-style-type: none"> attendance certificates 	i	1, 7, 8	1	23
	<ul style="list-style-type: none"> post-course evaluation reports that you have written 	j	1, 9	1	-
	<ul style="list-style-type: none"> personal statement (reflections on your learning and application of your learning to your work role) 	i, j	1, 7, 8, 9	1	23
08 09 010	Records of feedback (both formal and informal) you have received on your performance and achievement of your objectives:				
	<ul style="list-style-type: none"> records of appraisal or performance review meetings 	d, e, g	1, 10, 12, 13	-	15, 17, 18, 22, 25, 26
	<ul style="list-style-type: none"> emails, memos, notes or other records of informal feedback from others on your performance 	d, e, g	1, 13	-	15, 18, 25, 26
	<ul style="list-style-type: none"> work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic) 	a, b, c, d, g	3, 4, 10, 11	-	15, 18
	<ul style="list-style-type: none"> witness statements (comments on your work performance and achievement of objectives) 	a, b, c, d, g, j	-	-	-

2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

This unit is linked to the unit **Manage Self** in the overall suite of National Occupational Standards for management.