

# Competency Standard

<b>UNIT TITLE:</b> ANALYSE COMPETENCY REQUIREMENTS		<b>NOMINAL HOURS:</b> 100
<b>UNIT NUMBER:</b> D2.TRD.CL8.01		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to research and document competency standards in a workplace context.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Define the context for <i>competency requirement</i> analysis</b></p> <p><b>1.1</b> Describe the <i>scope</i> and <i>purpose</i> of developing competency standards for the organisation</p> <p><b>1.2</b> Establish <i>systems and processes</i> for managing the competency development process</p> <p><b>1.3</b> Identify the competency area(s) that require analysis and/or development</p> <p><b>Element 2: Research the identified competency area(s)</b></p> <p><b>2.1</b> Undertake <i>research</i> to identify <i>relevant information</i> related to identified competency needs</p> <p><b>2.2</b> Distinguish the <i>work areas</i> within the organisation</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that use structured training and targeted recruitment of staff within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Food and Beverage Service</li> <li>2. Food Production</li> <li>3. Travel Agencies</li> <li>4. Tour Operation</li> </ol> <p><i>Competency requirement</i> for an organisation relates to competency standards. Competency standards are formally documented standards that specify how staff should perform their allocated work function.</p> <p>Competency standards may be developed as part of a formal accredited training program, to guide formal training, assessment and the award of qualifications, or be developed in-house by an enterprise to guide the selection and training of staff for its individual business needs: this unit relates to the use of competency standards within individual work settings.</p>	

<p><b>2.3</b> Determine the range of <i>work activities</i> within identified work roles and areas</p> <p><b>2.4</b> Identify <i>skills, knowledge and attributes</i> required to perform identified tasks/activities</p> <p><b>2.5</b> Create an <i>overview of factors required</i> in the competent performance of identified tasks/activities</p> <p><b>2.6</b> Confirm research conclusions with <i>key stakeholders</i></p> <p><b>Element 3: Formulate draft competency standards</b></p> <p><b>3.1</b> Interpret relevant <i>guidelines</i> regarding <i>format and structure</i> of competency standards</p> <p><b>3.2</b> <i>Develop draft competency standards</i></p> <p><b>3.3</b> Confirm draft competency standards with key stakeholders</p> <p><b>Element 4: Validate competency standards</b></p> <p><b>4.1</b> <i>Plan a review to validate draft competency standards</i></p> <p><b>4.2</b> Develop <i>mechanisms to capture feedback</i> from the validation process</p> <p><b>4.3</b> <i>Address matters raised</i> by the <i>key stakeholders</i> as part of the validation process</p> <p><b>4.4</b> <i>Record feedback</i> received as part of the validation process</p>	<p><i>Scope</i> will relate to determining how competency standards are applied in the workplace and may include:</p> <ul style="list-style-type: none"> <li>• Development of competency standards for training and/or assessment including the alignment of competencies to remuneration and the potential for advancement within the business</li> <li>• Development of competency standards for specific requirements within the business including differentiation of the competencies required within different work areas within the one business, such as distinguishing between the skills required in a public bar in contrast to those required in a cocktail bar</li> <li>• Development of competency standards to meet identified immediate and long-term need.</li> </ul> <p><i>Purpose</i> may include:</p> <ul style="list-style-type: none"> <li>• Identifying the organisational needs in relation to competency enhancement or development</li> <li>• Defining the work performance requirements of the host establishment and/or the industry</li> <li>• Setting benchmarks for learning and assessment</li> <li>• Defining benchmarks for regulatory and/or licensing requirements</li> <li>• Setting minimum entry requirements for employment or entry into a profession or occupation</li> <li>• Supporting development of multi-skills compatible to other operational areas within the business</li> <li>• Supporting defined business, strategic, human resources or other organisational goals</li> </ul> <p>Organisational needs in relation to competency enhancement or development may include:</p> <ul style="list-style-type: none"> <li>▪ Increased productivity</li> <li>▪ Increased profitability</li> </ul>
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<p><b>4.5</b> <i>Document the outcomes of the validation process</i></p> <p><b>4.6</b> <i>Prepare revised draft competency standards, as required</i></p> <p><b>4.7</b> <i>Confirm revised draft competency standards</i></p> <p><b>Element 5: Finalise draft competency standards</b></p> <p><b>5.1</b> <i>Undertake final checking on all approved competency standards</i></p> <p><b>5.2</b> <i>Resolve outstanding issues, as appropriate</i></p> <p><b>5.3</b> <i>Identify potential solutions to implementing identified competency standard requirements</i></p> <p><b>5.4</b> <i>Incorporate final changes into documentation</i></p> <p><b>5.5</b> <i>Review the competency analysis and development process</i></p>	<ul style="list-style-type: none"> <li>▪ Attainment of specific industry or enterprise competencies</li> <li>▪ Achievement of business, government and local goals and priorities</li> <li>▪ Compliance with licensing requirements and other externally imposed compliance obligations including legislated obligations</li> <li>▪ Alignment with human resources considerations including remuneration, promotion, contingency planning, succession planning.</li> </ul> <p><i>Systems and processes may include:</i></p> <ul style="list-style-type: none"> <li>• Developing a project management plan for the analysis of competency requirements</li> <li>• Developing a project management plan for the development of identified competencies</li> <li>• Determining <i>key stakeholders</i> in relation to the analysis of competency requirements including internal and external personnel</li> <li>• Establishing reference groups and committees to supervise and oversee the implementation of identified systems and processes</li> <li>• Applying computer-based software to assist in the analysis of competency requirements, where appropriate.</li> <li>• Establishing appropriate record keeping and financial systems to support the analysis of competency requirements including the development of relevant competency standards</li> </ul> <p><i>Key stakeholders may include:</i></p> <ul style="list-style-type: none"> <li>▪ A fee-for-service client</li> <li>▪ Industry, professional and trade associations and bodies</li> <li>▪ Qualified trainers and assessors</li> <li>▪ Team leaders, supervisors and managers</li> <li>▪ Employees – past and present</li> </ul>
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- Technical experts
- Government regulatory and licensing agencies
- Union representatives
- Consultative committees within the business
- Relevant industry training providers and associated training agencies
- Funding bodies
- Local authorities.

*Research* may include:

- Personal observation
- Surveys and interviews including staff, management and customers
- Focus groups
- Job and task analysis
- Analysis of existing training and assessment records
- Evaluation of employee résumés
- Traditional research sources including internet and literature
- Preliminary discussions with key stakeholders
- Delphi procedures
- Nominal group techniques
- Concept mapping
- Ensuring data is reliable, representative, current and valid.

*Relevant information* may include:

- Existing competency standards including those that are industry-specific and those that exist within other similar industries
- Undertaking a Training Needs Analysis (TNA) including specification of:
  - Resources
  - Timelines
  - Required outcomes
  - Responsibilities for action
  - Target groups within the workforce
  - Internal sources of information to be used as part of the process
- Referring to outcomes of previous organisational training needs analyses
- Industry or other research reports identifying trends, new developments, technological changes, work organisation changes and global developments.

*Work areas* may include critical and discrete work areas such as:

- A broad work function, for example, managing customer service
- A narrow but discrete work function, for example, mail sorting
- A work function requiring licensing, for example, forklift operations
- A different application of a work process or function, for example, e-based applications.

*Work activities* refers to tasks within each work area and may include:

- Specific work tasks
- Integrated work tasks
- The activities performed
- The processes involved in carrying out the work.

*Skills, knowledge and attributes* may include:

- Technical skills
- Required knowledge including the facts, concepts or principles required to competently perform an activity such as:
  - Knowledge of the policies and procedures of the workplace and/or job role
  - Knowledge of the learner style
  - Knowledge of legislation
- Skills and attributes including mental or physical abilities required to competently perform an activity such as:
  - Communication skills
  - Technology skills
  - Facilitation skills
  - Language, literacy and numeracy needs
- Personal qualities needed to competently perform an activity such as:
  - Standards of behaviour
  - Values and beliefs
  - Respect
  - Demonstrating confidentiality
  - Concern for accuracy in information presented and/or documents produced
  - Willingness to travel distances or work irregular hours
- Employability skills including teamwork, initiative and enterprise, self-management competencies, learning competencies, communication competencies, technology competencies.

*Overview of factors required* may include consideration of:

- Individual workplace factors and idiosyncrasies that apply
- Functional analysis workshops using DACUMs (Developing a Curriculum) or similar techniques
- Structured interviews with personnel regarded as competent, highly competent or very experienced
- Evaluation of existing documentation including job profiles, job descriptions, job specifications and application of creative thinking techniques including:
  - Information processing, i.e. processing and sorting information from a range of sources and determining what is useful or relevant
  - Convergent thinking, i.e. filtering, ordering, critiquing and evaluating information
  - Divergent thinking, i.e. identifying and responding to different stimuli and discovering new information.

*Guidelines* may include:

- Government and semi-government organisations with responsibility for preparing industry-specific standards including domestic and international agencies
- Competencies produced by industry-specific and other professional bodies
- Internal organisational guidelines
- International Labour Office publications.

*Format and structure* may include determination of the level of formality required for the competencies under consideration and may include establishment of criteria regarding:

- Application sector
- Competency field
- Industry sector
- Pre-requisites

- Elements
- Performance criteria
- Range statement
- Evidence guide including:
  - Required knowledge and skill
  - Critical aspects of assessment and/or requirements relating to the collection of evidence to enable a decision regarding attainment of competency to be made
- Employability skills
- Context and resource implications for assessment, where applicable
- Methods of assessment, where applicable
- Products and processes that could be used as evidence
- General guidance information.

*Develop draft competency standards may include:*

- Using industry and enterprise terminology
- Basing the drafts on identified relevant research material
- Adhering to identified format and structure requirements
- Targeting the competencies specifically at enterprise requirements including the location of that context within a broader accredited vocational training context, where required
- Writing competencies that reflect the identified work outcomes, practices, skill and knowledge requirements
- Preparing material that is unambiguous, comprehensive, user-friendly and meaningful
- Ensuring the competencies reflect the job/role environment and the context
- Reflecting the dimensions of the competency.



*Plan a review to validate draft competency standards* should include:

- Arranging a comprehensive consultative process with key stakeholders
- Identifying the mediums for consultation throughout the consultation and validation process including workshops, presentations, meetings, internet exchange and mail
- Scheduling dates and times for consultation and validation processes
- Arranging venues, where appropriate, for review meetings
- Determining the scope, local, regional, national, international, of the consultation and validation processes
- Establishing questions to guide the validation process
- Ensuring the process verifies research undertaken and the accuracy and utility of material/data obtained.

*Mechanisms to capture feedback* may include:

- Approval forms
- Feedback and comments sheets
- Facility to make direct responses onto draft competencies, such as the track changes function on electronic versions
- Using a shared website to upload and download electronic draft competency standards
- Establishing and maintaining a paper-based filing system to record input and contributor identification.

*Address matters raised* may include:

- Identifying issues and concerns relating to any aspect of the draft competencies including content, format and implementation
- Clarifying ambiguities and misunderstandings
- Identifying the need for more information including the need for additional draft competencies to be developed

- Accepting and addressing negative responses to the drafts
- Recording and acknowledging positive feedback
- Determining whether new ideas should be accommodated at this phase of the project.

*Record feedback* may include:

- Collating and analysing input and contributions
- Using agreed criteria to determine whether to modify or maintain the draft competencies including:
  - Relevance of feedback
  - Appropriateness of feedback
  - Whether or not feedback adds value or meaning
  - Whether or not feedback adds new content
  - Whether or not feedback adds quality to the drafts.

*Document the outcomes of the validation process* may include:

- Providing written and/or verbal presentation to key stakeholders in relation to the issues identified by the validation process and the intended course(s) of action in each instance.

*Prepare revised draft competency standards* should occur on the basis of feedback received as part of the validation process and may include:

- Re-writing existing draft competency standards
- Adding new draft competency standards
- Deleting draft competency standards.

*Confirm revised draft competency standards* may include:

- Involving key stakeholders
- Re-iterating the initial validation process.

*Undertake final checking* may include:

- Ensuring competencies meet internally and externally imposed guidelines, where applicable
- Checking competencies meet identified end-use need
- Obtaining final sign-off from relevant personnel including managers and owners, human resource department, training department and others
- Organising activities to introduce identified competency standards within the enterprise including the prioritisation of implementation of competency standards
- Ensuing competency standards and combinations of competency standards, align with identified:
  - Business goals
  - Job roles
  - Career and skills pathways within the enterprise and/or industry
  - Employee classifications
  - Position descriptions
  - Internal and/or externally delivered training provision
  - Appraisal requirements
  - Licensing and/or accreditation conditions
- Effectiveness, resource implications, cost-benefit analyses and timing requirements.

*Potential solutions to implementing identified competency standard requirements* may include:

- Public and private registered training providers
- In-house training
- Formal accredited courses

- Short courses
- Hiring fully-trained staff
- Re-allocating work tasks to different staff
- Alignment of implementation with business goals, individual and organisational.

*Incorporate final changes into documentation* may include:

- Circulating final changes for approval
- Explaining the need for last minute changes to key stakeholders.

*Review the competency analysis and development process* may include:

- Evaluating the initial research undertaken
- Evaluating the TNA that was undertaken
- Evaluating the draft competencies that were prepared
- Evaluating the competency analysis and development procedures
- Evaluating the contributions made by key stakeholders
- Evaluating the resources allocated to the process
- Evaluating the timelines that applied
- Evaluating the final product.

#### **Assessment Guide**

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

- Knowledge of the enterprise's policies and procedures in regard to human resource management and human resource development
- Ability to apply principles of vocational education and training
- Ability to use communication, research, management, thinking, analytical, decision-making, networking and presentation skills

- Knowledge of vocational training within the relevant industry sector of the host country
- Knowledge of government guidelines relating to funding for research and activities relating to generating industry standards and competencies
- Knowledge of licensing, compliance, accreditation and other imperatives that apply to staff performance within the relevant industry sector of the host country
- Knowledge of employment-related legislation that applies to the relevant industry sector of the host country.

**Linkages To Other Units**

- Access and retrieve computer-based data
- Produce documents, reports and worksheets on a computer
- Maintain a paper-based filing and retrieval system
- Manage and implement small projects
- Plan and establish systems and procedures
- Plan, manage and conduct meetings
- Prepare business documents
- Use common business tools and technology
- Work cooperatively in a general administration environment
- Plan, conduct and evaluate a staff performance assessment
- Manage legal requirements for business compliance
- Manage the effective use of human resources
- Monitor staff performance
- Recruit and select staff
- Roster staff

- Prepare and deliver a presentation
- Develop and manage business strategies
- Design and establish a training system
- Implement, monitor and evaluate a training and development program
- Plan and promote training courses
- Manage workplace diversity
- Design, prepare and present various types of reports.

#### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to human resource management and human resource development
- Demonstrated ability to define the context for competency standards analysis in a nominated real or simulated workplace setting, identifying the competency areas that require analysis and/or development
- Demonstrated ability to research nominated competency areas to identify the skills, knowledge, attributes and relevant other factors required to competently perform at least three designated tasks, or job roles
- Demonstrated ability to produce at least three written effective, unambiguous, comprehensive and currently applicable competency standards, as nominated by the candidate and suitable for implementation in a nominated workplace, that specify how staff should perform the identified work functions.

#### **Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

**Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Analysis of a portfolio of work produced by the candidate including research materials, transcripts of interviews, draft competency standards and revised/final competency standards
- Case studies
- Project work
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

**Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	3	Conduct a Training Needs Analysis
Communicating ideas and information	3	Share draft competency standards with key stakeholders for feedback

	Planning and organising activities	2	Schedule research activities
	Working with others and in teams	3	Liaise with others as part of the validation process
	Using mathematical ideas and techniques	2	Calculate statistics related to training needs analyses and cost-benefit analyses
	Solving problems	2	Address lack of information situations
	Using technology	2	Use software packages to undertake research, human resource analysis and competency standard development