

# OHS COMPETENCIES FOR PUBLIC SECTOR PRACTITIONERS

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## THE SOUTH AUSTRALIAN PUBLIC SECTOR

The South Australia Public Sector employs 83,800 staff in 105 Public Sector organisations (19 Administrative Units and 86 other Statutory or Corporate bodies)<sup>1</sup> which are grouped into a series of Portfolios based on Ministerial responsibilities and/or similar connections of work. These Agencies all have operation OHS practitioners whose role is to develop OHS programs for implementation in order to drive OHS improvement.

Table 1 – Practitioner FTE<sup>2</sup> numbers by Portfolio

| PORTFOLIO <sup>3</sup> | CLASSIFICATION (by FTE) |                    |                |               | Total        |
|------------------------|-------------------------|--------------------|----------------|---------------|--------------|
|                        | Administrative Stream   | Operational Stream | Nursing Stream | Other Streams |              |
| DPC                    | 2                       | 0                  | 0              | 0             | 2            |
| DTF                    | 7.5                     | 0                  | 0              | 0             | 7.5          |
| OED/BMT                | 1                       | 0                  | 0              | 0             | 1            |
| DAIS                   | 3.5                     | 0                  | 0              | 0             | 3.5          |
| DTUP                   | 13                      | 0.1                | 0              | 0             | 13.1         |
| PIRSA                  | 1.5                     | 0                  | 0              | 0             | 1.5          |
| DEC                    | 5.2                     | 0                  | 0              | 0             | 5.2          |
| JUSTICE                | 18.6                    | 0                  | 0              | 4             | 22.6         |
| DHS                    | 51.4                    | 2.7                | 18             | 5.9           | 78           |
| DETE                   | 19.4                    | 0                  | 0              | 0             | 19.4         |
|                        | <b>123.1</b>            | <b>2.8</b>         | <b>18</b>      | <b>9.9</b>    | <b>153.8</b> |

## OFFICE FOR THE COMMISSIONER FOR PUBLIC EMPLOYMENT (OCPE)

In South Australia, the role of the Office for the Commissioner for Public Employment (OCPE) is to support the Commissioner for Public Employment's statutory role in providing leadership in human resource management across public sector. This includes developing and implementing public sector human resource management policies,

<sup>1</sup> *The South Australian Public Sector Workforce Information at June 2002* published by OCPE in November 2002

<sup>2</sup> FTE – Full Time Equivalent

<sup>3</sup> See appendix 1 for explanation of Portfolio abbreviations

monitoring and reporting agency performance against the Act and policies, and providing strategic and key operational advice.

The Occupational Health, Safety and Injury Management (OHSIM) unit sits within OCPE and is responsible for developing strategic initiatives aimed at reducing the number, severity and costs of workplace injuries along with providing a strategic monitoring and advisory role across the public sector and to the Premier, Cabinet and Chief Executives.

In part, this is achieved by coordinating or sponsoring training for Public Sector organisations to assist them to meet OHS&IM obligations as well as WorkCover's self insurer performance standards.

## **BACKGROUND - THE NEED FOR TRAINING FOR PUBLIC SECTOR OHS PRACTITIONERS**

Concerns about the competence of OHS Practitioners were brought to the attention of this Office via anecdotal information provided by Practitioners and some key Portfolio stakeholders. In addition to this WorkCover Evaluators and independent external evaluators have reinforced this concern with their view of practitioner competencies across the Public Sector to be the low to mid range.

If OHS practitioners are not suitably trained and/or qualified, there is a high risk to the Government of poor quality advice being provided and poor quality or ineffectual OHS&IM management systems being maintained.

OCPE is dedicated to ensuring that Public Sector OHS Practitioners current and future training needs are given a high priority. As a result, an OHS Training Needs Analysis (TNA) Survey was developed to gain an understanding about the gaps in knowledge and skills of OHS Practitioners. A similar project has previously been undertaken for Injury Management (IM) Practitioners.

The information gained by this project established the current 'state of affairs', and was used to determine the future training packages/courses and/or recruitment strategies for Public Sector OHS practitioners.

The aim of the training needs analysis survey was to gain information regarding knowledge and skill levels of OHS Practitioners across the Public Sector. Questions within the survey were designed to capture information relating to employment and training history, current OHS training status and general demographics.

The objectives of this project was to establish the depth of OHS&W knowledge and skills within the SA Public Sector, specifically OHS prevention Practitioners, and to recommend a competency based training model for future development

The TNA survey is one of a number of the OCPE initiatives aimed at promoting a professional approach towards injury prevention within the SA Public Sector.

## **OUTCOMES**

A number of project outcomes were developed and were:

- A training baseline to determine that all OHS practitioners received appropriate and competent training.
- A program to allow ongoing relevant training that will ultimately ensure a competently trained workforce of OHS practitioners which can direct innovative programs aimed at preventing injuries and illness in all workplaces of the SA Public Sector.
- All OHS Practitioners receiving consistent, appropriate and competent training.
- A creative, effective and integrated method for training and assessing OHS Practitioners.
- A standard for future essential recruitment requirements for PS OHS Practitioners.
- A standard for competency based learning programs for Public Sector OHS Practitioners nationally.

## **TRAINING NEEDS ANALYSIS**

As the initial step towards developing a competency based training program for Public Sector OHS Practitioners, a Training Needs Analysis was conducted. The TNA also included a Knowledge/Skills self assessment.

The TNA aimed to:

- determine the future training strategies for Public Sector OHS Managers and Practitioners.
- provide the basis for an appropriate competency based training framework
- obtain training and employment history
- ascertain current OHS training status
- identify gaps in relation to OHS responsibilities and training
- determine current levels of knowledge and skills
- provide a medium for purposeful written and verbal feedback
- promote practitioners involvement in the development of a competency based training program
- lift the profile of Public Sector OHS Practitioners

- gather data for future developmental purposes

## **SUMMARY OF FINDINGS FROM TRAINING NEEDS ANALYSIS**

### **Demographics**

Overall 121 practitioners were interviewed for the TNA

- Gender
  - 57% were female
  - 43% were male
- Location
  - 64 % in metropolitan region
  - 36% in regional locations
- Employing Department
  - 51% in Human Services
  - 19% in Justice
  - 11% in Education
  - 19% in all other Agencies
- Age breakdown
  - 7% in the 20 – 29 age group
  - 20% in the 30 – 39 year age group
  - 49% in the 40 – 49 year age group
  - 22% in the 50 – 59 year age group
  - 2% in the 60 years plus age group
- Length of service
  - 24 % less than 1 year
  - 26 % 1-2 years
  - 30 % 2-5 years
  - 15 % 5-10 years
  - 5 % 10+ years

### **Task Allocation**

- 35% of the employees surveyed dedicate 100% of their time towards injury prevention.
- 32% percent surveyed indicated they spend greater than half of their time on prevention programs,
- 33% were committing less than half of their time their towards injury prevention.

## **OHS Planning**

- 50% of Practitioners surveyed were not directly involved with their Agencies OHS planning.

## **OHS Reporting**

Practitioners within the SA Public Sector are involved with OHS reporting at various levels. The variety of reports included those provided against the WorkCover Performance Standards for Self Insurers, monthly, quarterly, annual OHS Action Plan progress reports, Internal Audit reports, Accident/Injury and Hazard reports, Workplace Inspection reports, Risk Assessments and other.

It is interesting to note that only 4% of Practitioners provided reports for use within OHS committees. Of the 3% that made up “OTHER”, reports were being provided to the organisations Risk Management committees.

## **Supervisory Responsibilities**

- 58% have no staff supervisory responsibilities.
- 42% who are responsible for supervising staff, approximately
  - 28% fall within the ASO stream,
  - 4% within the MAS stream,
  - 4% within the OPS stream,
  - 4% within the RN stream
  - 2% being “OTHER” streams.

## **Membership with professional bodies**

- 82% percent of those surveyed indicated they were not members of any OHS professional body,
- 17% indicated they were
- 1% did not respond.

The majority of those who are members belong to the Self Insurers of South Australia (SISA), Quality Society of Australasia (QSA) and the Safety Institute of Australia (SIA).

## **Qualifications in OHS**

Of the 121 OHS Practitioners surveyed,

- 44% have obtained some qualification in OHS
- 56% have not completed any OHS studies

Of those surveyed in relation to current studies

- 20% practitioners are currently studying
- 12% of practitioners have deferred their studies
- 68% are **not** currently studying towards any recognised OHS certificate or associated qualifications

## **Job Responsibilities – OHS training**

Of the SA Public Sector OHS Practitioners Job and Persons specifications received, around 95% indicated that the incumbent is responsible for delivering OHS training to employees.

- 47% of all surveyed indicated they have no adult training qualifications;
- 29% have completed the “Train the Trainer” course;
- 8% the “Train Small Workgroups”;
- 7% the “Certificate 4, in Assessment and Workplace Training”; and
- 9% have achieved status as adult trainers through various other qualifications.

## **Skills and Knowledge Enhancement**

More than 17% of Practitioners had not attended any skill enhancement training in the past two years.

In total, 48 individual courses were listed with the more popularly attended courses being :

- Internal Auditing courses;
- OHS for Managers/Supervisors training;
- Risk Management courses;

- OHS Representatives training; and
- Dealing with Aggressive and Potentially violent clients.

### **Knowledge and Skills Self Assessment**

Participants of the survey were asked to assess their levels of competencies against the tasks listed. Generally, Practitioners rated their knowledge and skills evenly throughout the survey. The majority of responses for each of the nine units varied between basic knowledge and skills to reasonable knowledge and skills.

The knowledge and skills deficiencies identified in the survey were considered significant enough to consider training programs specific to the tasks.

### **Mentoring Program**

The possibility of a program designed to provide guidance and support to OHS Practitioners in the form of a “Mentor/Mentee” program was discussed. It was suggested that the Mentors could be sought from highly skilled public or private sector OHS professionals, with possible assistance from the private sector.

This suggestion generated positive discussions with 92% of those surveyed showing support for the program.

Feedback showed that:

- 92% support the proposal,
- 2 % believed they already have an internal program therefore do not support it
- 6% were undecided

Some groups believed OCPE should be providing this level of support but having the proposal managed by an external consultant to maintain continuity and integrity

As a result of this study and spurred by unarguable necessity to improve PS OHS practitioners competency OCPE embarked on a project to develop a framework of competencies.

## **DEVELOPMENT OF DRAFT COMPETENCY FRAMEWORK**

### **PHASE ONE – ASSESSMENT**

With respect to the project objectives, Practitioners indicated there was a need for a competency based training program for OHS Managers and Practitioners, focusing on

issues relating to the Public Sector. In addition to the proposed competency based training program and given the multiple roles performed by Public Sector OHS Practitioners, it was confirmed that Quality Management, Marketing Skills and a recognised certificate in Adult Training would be required if we were to ensure employees are appropriately trained and skilled to perform the full range of roles and functions necessary of an SA Public Sector OHS Practitioner.

In January 2002, as a result of the outcomes from the TNA, David Foreman and Associates was asked by OCPE to explore incorporating competencies for Public Sector Occupational Health and Safety Practitioners into the Public Services Training Package and propose a model detailing how the units of competency should be structured.

Using focus groups and drawing on previous work with the National Occupational Health and Safety Commission (NOHSC), David Foreman provided an analysis of the need for specific OHS competencies and recommendations for OCPE to further pursue a competency learning program for Public Sector Practitioners.

This study examined the training needs conducted by OCPE in 2001 in light of prior NOHSC work and the models proposed for the BSTA. Prior work was summarised for discussion in the focus group.

The focus group discussed the nature of OHS Practitioner positions and identified:

- dedicated OHS positions, normally in larger establishments
- combined position combined with one of more of a variety of other functions such as Injury Management, Risk Management, Infection Control, Human Resources, Quality Management and Environmental Management.

The dedicated OHS positions covered a range of OHS functions from site OHS functions to strategic OHS functions for an agency or portfolio. The site OHS functions are concerned with the implementation of OHS policies and procedures in one or more establishments. More senior OHS positions are involved with OHS management, strategic planning of OHS, reporting of OHS performance and similar functions. The focus group identified three groups of OHS positions as in Figure 1. The work functions are indicative only and have been included by the consultants to illustrate the level of work.

|   |   |
|---|---|
| <b>OHS Manager</b>                        | Strategic planning<br>Management of OHS (and other functions)<br>Monitoring & reporting at department/portfolio level<br>Policy development                     |
| <b>OHS Senior Practitioner/Supervisor</b> | Managing specific OHS projects and expenditure<br>Policy and procedure development and review<br>Supervising OHS (and other) staff<br>Analysing OHS performance |
| <b>OHS Practitioner</b>                   | Conducting worksite inspections, systems audits<br>Hazard identification and risk assessments<br>Undertaking accident/incident investigation                    |

## **Figure 1: Grouping of OHS Positions by Focus Group and Indicative Functions**

The David J Foreman & Associates NOHSC report on OHS Practitioner competencies for the BSTP identified a wide range of positions particularly in the private sector as follows:

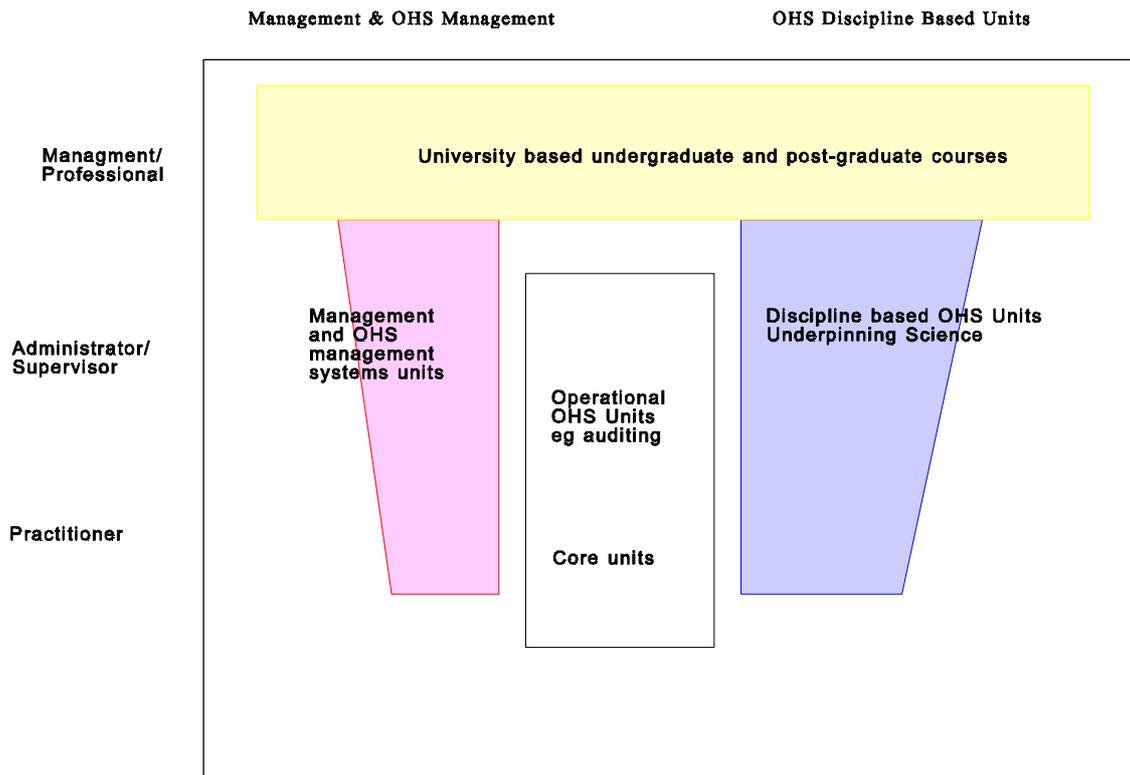
- a range of "operational" or "discipline-based" positions
- At the basic level, these positions are the functions of a OHS Site Officer addressing day to day site OHS issues.
- At the more senior levels, the positions specialise in one or more OHS-related disciplines such as ergonomics, hazardous substances, occupational hygiene, manual handling, fire safety. The senior positions are generally found in head offices of large organisations or in OHS consultancies.
- The number of these positions across all industries are expected to remain stable or to slightly decrease.
- A range of "management-based" positions

These positions are concerned with the implementation of a systematic approach to OHS, which may include a formal OHS Management System. Another key aspect is the integration of OHS into the operations of the organisation. Where specific OHS issues occur, these people identify the nature of the problem and obtain the services of a "OHS specialist" in areas such as ergonomics, occupational hygiene, noise etc. These positions are often dual role with line management functions or as a staff position covering such areas as quality and/or environmental management.

It is expected that the number of these positions will increase over time in most industries.

This work revealed several important findings and considerations:

- There has been considerable work done on OHS competencies by the NOSHC which has progressed to Business Services Training Australia commencing work in April 2000 on a number of units and qualifications primarily for the private sector;
- through extensive dialogue with OHS Practitioners, that although there was significant common areas between competencies required in the public and private sectors there are sufficient differences to warrant specific qualifications for OHS Practitioners in the Public Services Training Package. David Foreman suggested the following model comprising of three qualifications;



**Figure 2 - Suggested Structure of OHS competencies/qualifications in the BSTP**

- David recommended that OCPE seek to be involved in commenting on draft OHS competency standards for the Business Services Training Package, so that particular OCPE emphases are included.

These recommendations were adopted by OCPE who chose to utilise the BSTA competencies as part of the framework developed under the Public Service Training Package.

## **WHAT IS THE PUBLIC SERVICES TRAINING PACKAGE?**

The Public Service Training Package (PSTP) was developed by Public Service Education and Training Australia Inc (PSETA), the recognised body representing the public service industry on vocational education and training issues. PSETA consulted widely with stakeholders in state, territory and commonwealth governments. The Public Services Training Package therefore represents the industry's agreement on the skills required to work effectively in the public sector.

Training Packages provide the opportunity for a win-win outcome for agencies and individual because there are significant benefits for both parties.

For government agencies these benefits include:

- Cost effective training;

- Skills identification;
- Flexible training structures.

For individuals these benefits include:

- Enhanced career pathways;
- Learning tailored to the individual
- Improved job satisfaction.

The PSTP offers 21 qualifications reflecting 18 key areas. These qualifications cover both generalist and specialist areas. The five generalist qualifications range from Certificate 11 to Advanced Diploma. These provide a suite of qualifications in Government. There are also sixteen specialist qualifications.

There is direct or open entry into all qualifications in the PSTP. This means that someone can enter at Diploma level without having the Certificate IV, for example. Some competency standards require underpinning knowledge and skills which may be gained through other competency standards in the PSTP.

## **BUSINESS SERVICES TRAINING PACKAGE**

The Australian National Training Authority (ANTA) commissioned Business Services Training Australia (BSTA) to develop a single set of national business qualifications. The 45 qualifications in the BSTP provide a consistent and portable method for learners to acquire recognisable qualifications that can be transferred between institutes and across states.

The Package is structured around the concept of fields and domains. Fields are broad areas of activity within the business services scope of coverage. Domains are discrete areas of activity within each field.

In 2000 BSTA was commissioned by ANTA to develop competency standards within the BSTP for OHS. The new units of competency, which specify the performance requirements of the workplace, will be grouped into qualifications.

Given the wide-ranging scope of the Business Services Training Package, development has involved a staged process.

A number of issues arose during the consultation period leading up to the development of these set of specialist competencies. David Foreman, in his consultative work on behalf of NOSHC, found industry restructuring changing the scope and number of OHS such that there will be a future requirement for training addresses at least six different types of position, some being full time OHS positions and others involving OHS and other responsibilities. People with higher education qualifications mainly fill the “mixed” OHS positions.

OHS as field of practise has at least four major approaches, namely a medical, engineering, change agent and management system approach.

Some stakeholder oppose these changes to OHS roles as they fear a potential degradation of OHS standards and practice in Australia. Others oppose change to current training as they do not like the competency based training system.

There is a substantial demand for OHS Practitioners and specialists to complete higher education, and many who complete the current Diploma in OHS progress to undergraduate and post graduate studies. This trend is expected to continue.

There is a need for qualification(s) in OHS at Advanced Diploma level to better address industry needs and to provide career advancement for practitioners.

## **DEVELOPMENT OF OHS LEARNING PROGRAM FOR PS OHS PRACTITIONERS**

### **PHASE TWO - PLANNING**

Phase Two of the OCPE project saw the development of a draft framework which is intended to lead to the implementation of a Competency Based Learning Program for Public Sector OHS Practitioners.

#### **Consultation with PS OHS Practitioners**

The Practitioner group was kept informed about the development of the learning program via quarterly OHS Practitioner Forums. The draft framework was posted on the OCPE OHSIM website and made available for comment.

Anecdotal feedback indicated that the framework was appropriate and relevant to Practitioners.

In addition to this a survey of Practitioners indicated approximately two thirds of respondents would consider enrolment in the proposed learning program.

A reference group has been established to monitor the progress of the competencies and to ensure the applicability to Public Sector practitioners.

#### **Consultation with the National Occupational Health and Safety Commission's (NOHSC) in the development of OHS competencies**

In October 2002 NOHSC signed a Statement of Relationship with ANTA with the aim to:

- Make a significant contribution to improving OHS outcomes in Australian workplaces and the achievement of the national OHS objective of a reduction in

the incidence and cost of work-related fatalities, non-fatal injuries and work-related disease; and

- Send a message to industry, both locally and internationally, that training employees to work safely is an integral part of achieving a well-trained, skilled, competent and competitive workforce.

The Statement of Relationship requires Industry Training Advisory Bodies (ITAB's) to demonstrate to ANTA that NOSHC has been consulted during the development or review of a training package.

OCPE has consulted with NOHSC on a number of occasions with respect to development of the Public Sector learning program and the building of OHS competency units by BSTA.

### **Consultation with Business Services Training Australia (BSTA) in the development of OHS competencies**

OCPE participated in a number of BSTA facilitated focus groups both in SA and Interstate. As a consequence, OCPE provided significant feedback on the competencies from the perspective of applicability across a wide range of industries not least of which is the Public Sector.

OCPE continues to have ongoing involvement through the BSTA consultation processes.

### **Development of Learning Program Framework<sup>4</sup>**

As we were unable to create our own training package we decided to follow David Foreman's advice and look at packages available to us with the intent of tailoring to our needs.

The Learning Program Framework was developed from PSTP Certificate in Government core Govt competencies with OHS Electives from other training packages (primarily BSTP). This framework will be finalised after further consultation with PS OHS Practitioners.

The following is a proposal for the nomenclature of the three qualifications:

- Certificate IV in Government – could be called Certificate IV OHS Fundamentals and is aimed at Practitioners who have no formal qualification in OHS;
- Diploma of Government – could be called Diploma in OHS Systems Management and is aimed at Practitioners who have no formal qualifications in

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<sup>4</sup> see appendix 2

OHS but have had significant exposure to OHS and as a result know the basics with possibly a fundamental understanding of systems management;

- Advanced Diploma of Government – could be called Advanced OHS Systems Management and would probably suit a Practitioner/OHS Manager who understands the fundamentals, has had significant experience in Systems and people management.

### **DEVELOPMENT OF OHS LEARNING PROGRAM FOR PS OHS PRACTITIONERS - PHASE THREE - IMPLEMENTATION**

To enable the developed program to be implemented to the SA Public Sector OHS Practitioners, a number of key components of this project will be initiated during the remainder of 2003.

It is planned for workplace assessments to commence in May 2003 and the first of the PSTP units of competency to be delivered to practitioners by August 2003.

The key components for implementation are as follows:-

#### **ASO 5 PROJECT OFFICER**

OCPE has recently recruited a Project Officer for the project to performance the following role:

- Co-ordinate and participate in a program of workplace assessments which includes conducting and evaluating workplace assessments of participants against the units of competency from the Certificate IV, Diploma or Advanced Diploma in Government;
- In conjunction with the RTOs/training providers, develop assessment and course materials in accordance with the competency program and tailored to meet the needs of the public sector;
- Liaising with the RTO conferring the qualification to ensure RTO requirements are met with all assessments where internal and external assessors are used;
- Liaising with training providers to ensure assessments complement any formal training programs;
- Provide a coaching and mentoring role that supports participants to complete the Certificate IV, Diploma or Advanced Diploma in Government;
- Coordinate enrolments for the delivery of units of competency and act as first contact customer service to staff of other units and Government agencies, ensuring that accurate information and advice is provided in a timely and concise manner;
- Provide a supporting role to supervisors/mentors of participants with regard to the requirements of the Certificate IV, Diploma or Advanced Diploma in Government;

- Liaising with RTOs/training providers and monitoring the ongoing contractual arrangements in relation to the implementation of formal training programs.

## **REGISTERED TRAINING ORGANIZATION (RTO)**

A integral and essential requirement of learning program is the management of issuance of qualifications. RTO's generally provide this service.

OCPE set about selecting the RTO, through a competitive tender process with the brief that they will provide the following services:

- Issue a Certificate IV, Diploma or Advanced Diploma in Government to participants upon successful attainment of competence in all required units;
- Maintain records of participants' progress towards the Certificate IV, Diploma or Advanced Diploma in Government and provide regular progress reports;
- Implement quality control mechanisms to ensure assessments conducted by assessors employed by OCPE or other RTOs are of the required standard;
- Workplace assessments (if required);
- Provide advice to OCPE and the working party on best practice in competency based training and assessment (if required).

OCPE is currently in the process of engaging a Registered Training Organization.

## **TRAINING PROVIDERS**

To deliver the units of competency from the learning program OCPE has planned to engage a panel of Training Providers, through a tendering process, to deliver the competency learning program.

OCPE is currently involved in recruiting the services of a range of Training Providers.

## **OCPE'S ROLE**

OCPE's ongoing role in the project is to ensure the outcomes and program results for Practitioner group and to monitor assessments and program delivery.

Additionally, OCPE will actively promote the learning program to PS OHS practitioners through a variety of mediums including OHS Practitioners forums and on the OCPE OHSIM website,

Finally, OCPE will have the ultimate responsibility to evaluate program objectives and measure the impact through improvements in OHS performance across the public sector.

## **IN SUMMARY**

OCPE believe that the outcomes established at the beginning of the project are still relevant and are still seen as achievable in delivering significant improvements to the OHS performance across the public sector.

We maintain that the program will:-

- allow ongoing relevant training that will ultimately ensure a competently trained workforce of OHS practitioners;
- enable OHS practitioners to direct innovative programs aimed at preventing injuries and illness in all workplaces of the SA Public Sector;
- provide OHS Practitioners with consistent, appropriate and competent training;
- create an effective and integrated method for training and assessing OHS Practitioners;
- establish a standard for future essential recruitment requirements for PS OHS Practitioners; and
- define a model for competency based learning programs for Public Sector OHS Practitioners nationally.

**SA PUBLIC SECTOR ABBREVIATIONS**

|                |  |
|----------------|--|
| <b>DPC</b>     | <b>Premier and Cabinet</b>   |
| <b>DTF</b>     | <b>Treasury and Finance</b>  |
| <b>OED/BMT</b> | <b>Office for Economic Development /<br/>Business, Manufacturing and Trade</b> |
| <b>DAIS</b>    | <b>Administrative and Information Services</b>                                 |
| <b>DTUP</b>    | <b>Transport and Urban Planning</b>  |
| <b>PIRSA</b>   | <b>Primary Industries and Resources</b>  |
| <b>DEC</b>     | <b>Environment and Conservation</b>  |
| <b>JUSTICE</b> | <b>Justice and Emergency Services</b>  |
| <b>DHS</b>     | <b>Human Services</b>  |
| <b>DETE</b>    | <b>Education, Training and Employment</b>                                      |



## DIPLOMA OF GOVERNMENT

### Qualification Requirement

11 Units (6 Required + 5 Electives)

### Qualification Descriptor

This qualification covers the competencies required for independent and self-directed work in the public services. There may be supervisory responsibility rather than specialist management competencies (which are catered for in the Diploma of Government (Management)). The qualification is particularly suited to those working in an environment where there is a range of responsibilities which are diverse in nature rather than within a narrow specialisation and/or they work in small or regionally based organizations. Electives may be drawn from a range of specialisation in this or other Training Packages to reflect the particular work context or career plans of the individual. Please note that if all electives are chosen from a single Key Area, a specialist qualification may result. Requirement for specializations are listed on the following pages under the relevant Key Areas.

### Required Units

|             |  |
|-------------|--|
| PSPETHC501A | Promote the Values and Principles of Public Service      |
| PSPLEGN501A | Promote Compliance with Legislation in the Public Sector |
| PSPGOV501A  | Coordinate a Workgroup                                   |
| PSPGOV502A  | Develop, Provide, Promote and Evaluate Client Services   |
| PSPGOV503A  | Coordinate Resource Allocation and Usage                 |
| PSPGOV504A  | Coordinate Research and Analysis                         |

### Electives

#### Key Area: Occupational Health and Safety

- BSB OHS501 – Identify, assess and control physical hazards
- BSB OHS503 – Identify, assess and control non physical hazards
- BSB OHS504 – Analyse and evaluate risk of a task
- BSB OHS505 – Implement the OHS communication and consultation process in an organization or business unit
- BSB OHS506 - Implement the OHS information and data systems in an organization or business unit
- BSB OHS507 – Implement the OHSMS in an organization or business unit
- BSB OHS508 – Implement contingency planning process
- BSB OHS509 – Collect OHS audit data
- BSB OHS510 – Evaluate an organization’s OHS performance
- BSB OHS511 – Conduct an OHS audit
- BSB RMS501 – Manage risk management system

#### Key Area: Policy Development

- PSPPOLD501A - Develop organizational policy
- PSPPOLD502A - Manage the policy development process

#### Key Area: Project Management

- PSPPM501A – Initiate Projects
- PSPPM502A – Manage Projects
- PSPPM503A – Finalise Projects

#### Key Area: Front Line Management

- BSXFMI511A - Contribute to the development of a workplace learning environment
- BSXFMI504A - Participate in, lead and facilitate work teams
- BSXFMI507A - Manage quality customer service

**Choose 5 Electives at Diploma level from any of the Key Areas listed.**

## ADVANCED DIPLOMA OF GOVERNMENT

### Qualification Requirement

15 Units (6 Required + 9 Electives)

### Qualification Descriptor

This qualification covers the competencies required for work in the public services which is autonomous and often non routine. The qualification is targeted at those who enter the public services with another qualification as well as those progressing within the services. It is generalist in nature to suit the requirements of working in small or regionally based organizations or where responsibilities are diverse in nature rather than within a narrow specialisation. There may be management or guidance of others without the role being that of a specialist manager (which is catered for in the Advanced Diploma of Government (Management)). Electives may be drawn from a range of specialisations in this or other Training Packages to reflect the particular work context of career plans of the individual. Please note that if all electives are chosen from a single Key Area, a specialist qualification may result. Requirements for specialisation are listed on the following pages under the relevant Key Areas.

### Required Units

|             |   |
|-------------|---|
| PSPETHC601A | Maintain and Enhance Confidence in Public Service       |
| PSPLEGN601A | Manage Compliance with Legislation in the Public Sector |
| PSPPOLI601A | Manage Policy Implementation                            |
| PSPGOV601A  | Apply Knowledge of Government Systems                   |
| PSPGOV602A  | Establish and Maintain External Networks                |
| PSPMNGT605A | Manage Diversity  |

### Electives

#### **Key Area: Working in Government**

PSPGOV603A - Develop a tender submission

#### **Key Area: Occupational Health and Safety**

BSB OHS601 – Develop the OHS communication and consultation process for an organization

BSB OHS602 – Develop the OHS information and data systems in an organization

BSB OHS603 – Develop the OHSMS for an organization or business unit

BSB OHS604 – Analyse and evaluate OHS risk of a process

BSB OHS607 – Advise on application of safe design principles to control OHS risk

BSB RMS601 – Develop risk management system

#### **Key Area: Procurement and Contract Management**

PSPPROC601A - Influence and plan for procurement outcomes

PSPPROC602A - Direct the management of contracts

#### **Key Area: Management**

PSPMNGT607A - Develop a business case

PSPMNGT609A - Formulate business strategies

#### **Key Area: Project Management**

PSPMNGT601A – Direct Project Activities

**Choose 9 Electives at Advanced Diploma level from any of the Key Areas listed.**