REQUIREMENTS FOR GREEN PRODUCTIVITY SPECIALISTS

APO-GPS 201:2023

Issue 1, 2023

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Foreword

This document outlines the APO Green Productivity Specialists Scheme (APO-GPS) to complement the continuous efforts of the APO to build up region-wide pools of Green Productivity Specialists.

The APO Certification of Persons Accreditation Scheme (APO-CoP) for the Certified Green Productivity Specialists Scheme (APO-GPS 201) will replace APO PCPP 1002: APO Green Productivity Specialists launched in 2017 to certify participants who completed the multicountry Training of Trainers and Consultants in Green Productivity course. The APO also proposes the Green Productivity Qualification Framework. The framework will provide the standard for certification bodies to certify persons based on their competency levels.

The APO-GPS certification scheme is aligned with international standards and will enhance the APO's visibility as a leading international organization on productivity. The APO will serve as the scheme owner, while accredited NPOs will implement the scheme as certification bodies.

This document provides structured guidelines to certify professionals as Green Productivity Specialists. Certified Green Productivity Specialists are expected to be able to:

(a) Adopt a structured Green Productivity framework to diagnose productivity problems and related environmental issues;

(b) Assess and implement identified productivity and environmental improvement solutions; and

(c) Provide or conduct promotion, training, research, and consulting services to clients and/or organizations.

It is expected that Certified Green Productivity Specialists will be widely recognized by organizations in APO member countries. When certified, they benefit from:

(a) Improved career and business prospects by integrating productivity and sustainability.

(b) Using the authorized certification logo on business stationery.

(c) Listing in the online registers of certification bodies and APO-AB Accredited Certification Bodies.

(d) Recognized commitment to ongoing professional development.
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(e) Networking with other certified persons among the Green Productivity specialist community.

(f) Opportunities for APO international assignments and attending conferences and events.

In the preparation of this document, reference was made to the following publications:

(a) APO-AB 1003:2020 General Requirements for Certification Bodies: Certification of Persons Scheme;.

(b)	APO Productivity Practitioners Certification Program; Project Report for Enhancement of Green Productivity (PREGP).

(c)	ASEAN Guiding Principles for Quality Assurance for Recognition of Certification System. 2016. 331.114 ASEAN–Standard–Human Resource Qualifications–Skill–Guidelines.

(d)	ILO-RMCS 2016. Updated Guidelines for Development of Regional Model Competency Standards. Equivalence of certificates/occupational qualification/job requirements/skill/ standard/guide/Asia/Pacific. 06.05.2.

(e)	AQRF-2015. ASEAN Qualifications Reference Framework.

(f)	*Keputusan Menteri Ketenagakerjaan Republik Indonesia Nombor 161 Tahun 2015. Tentang Penetapan Standar Kompetensi Kerja Nasional Indonesia Kategori Pendidikan Golongan Pokok Jasa Pendidikan Bidang Standardisasi, Pelatihan Dan Sertifikasi.*

(g)	ISC, 2015. TAE10 Training and Education. Commonwealth of Australia.

(h)	ISC, 2015. AHC10 Agriculture, Horticulture and Conservation and Land Management. Commonwealth of Australia.

(i)	ISC, 2014. MSA07 Manufacturing Training Package. Commonwealth of Australia.

(j)	ISC, 2013. SIT07 Tourism, Hospitality and Events Training Package. Commonwealth of Australia.

(k)	ISC, 2013. PSP04 Public Sector Training Package. Commonwealth of Australia.

(l)	ISC, 2009. TAA04 Training and Assessment Training Package. Commonwealth of Australia.

(m)	*APO Handbook on Green Productivity*, 2006.

(n)	*APO GP Trainer's Resource Manual*, 2002.

This document was prepared by the Technical Working Group (TWG) under the direction of the APO-AB Council. Members of the TWG are drawn from NPO representatives, APO technical experts, and industry productivity practitioners. This document will be updated periodically by the TWG as part of continual improvement.

1. Scope of Certification

This document provides a framework for the certification of Green Productivity (GP) Specialists to conduct promotion, training, research, and consulting services to implement appropriate GP solutions in client organizations.

2. Definitions

The following definitions are used in this document.

2.1 Accreditation Body
This refers to the Asian Productivity Organization Accreditation Body (APO-AB).

2.2 APO Certification of Persons (APO-CoP)
The APO-CoP is the general requirements for the accreditation scheme for the certification of persons. The APO owns and administers the scheme for the accreditation of CBs.

2.3 APO Green Productivity CSTD
This refers to the APO GP Competency Standard.

2.4 Assessment
The process that evaluates a person's fulfillment of the requirements under the certification scheme which includes oral and/or written examinations or other means where appropriate.

2.5 Assignment
A service/activity/task provided to clients in relation to implementing solutions to improve productivity and environmental performance for socioeconomic development.

2.6 Certification Body (CB)
An organization that takes responsibility for all tasks in the development and operation of an APO-CoP scheme. A national productivity organization (NPO) can be a CB itself, or a CB can be a governmental authority or other entity.

2.7 Certified Person
This refers to a Certified GP Specialist.

2.8 Client
This refers to individuals or organizations that engage the services of a GP Specialist.

2.9 Competency
The ability to apply knowledge, skills, and attitudes in GP improvement assignments to perform the agreed-upon services and achieve the intended results.

2.10 Consultancy
The service of providing independent, expert advice to client organizations in the field of productivity and the environment.

2.11 Copyright
The intellectual property that is exclusive and the assignable legal rights owned by the creator or originator who has the rights to reproduce, publish, perform, or record literary, artistic, or musical material.

2.12 Deliverables
This refers to the results of an assignment.

2.13   Green Productivity (GP)

A strategy for enhancing productivity and environmental performance for overall socioeconomic development.

2.14   Green Productivity Solutions

Solutions applying a combination of productivity improvement and environmental management tools and techniques.

2.15   Green Productivity Specialist

A highly skilled person with expertise in both productivity- and sustainability-related tools to address productivity and environmental management issues as well as opportunity.

2.16   Green Productivity Technologies

Technologies that are appropriate, environmentally sound, and socially acceptable while improving productivity.

2.17   Impartiality

The ability to judge or consider any matter in an objective manner.

2.18   Implementation

The process of translating decisions or plans into actions to achieve the intended effect. In the context of this document, it includes the planning, executing, and sustaining phases of the framework for productivity improvement.

2.19   NPOs

National productivity organizations.

2.20   Outcome

The result of an assignment or implementation.

2.21   Promotion

The service of advocating and encouraging organizations to adopt and practice GP concepts and improvement activities.

2.22   Research

Collecting and analyzing data and information on productivity- and environment-related topics.

2.23   Requirements

The necessary or compulsory conditions that are stated or implied.

2.24   Training

The intervention of transferring of knowledge, skills, and attitudes on GP to client organizations. Training techniques may include giving presentations, facilitating, and coaching.

3.   Green Productivity Specialists

3.1   General

This section defines the requirements of GP specialists.

3.2   Job Responsibilities

The job responsibilities of GP specialists may include but are not limited to the following:

(a)   Defining the scope of project assignments and details of the problems of client

organizations on productivity and environmental issues.

(b)   Collecting information and diagnosing client organizations, identifying opportunities for improvement, recommending appropriate GP solutions, and assisting in planning, executing, and sustaining recommended GP solutions.

(c)   Conducting research on GP concepts and measurement or improvement techniques, developing improvement methodologies, and publishing articles related to GP.

(d)   Developing promotional and training programs and materials, giving presentations, and conducting training sessions to disseminate GP knowledge and skills with the aim of increasing capabilities.

(e)   Practicing continuous learning and professional development to acquire knowledge on relevant GP solutions and sharpening skills to better serve clients.

(f)   Facilitating GP solutions implemented in an ethical, productive, transparent manner while achieving the intended outcomes.

3.3   Levels of Certification

There are two levels of certification under the APO Green Productivity Specialists Certification Scheme:

1) Green Productivity Specialist

Accredited CBs are authorized to certify Green Productivity Specialists who meet the requirements outlined in Section 5.1.1.

2) Master Green Productivity Specialist

Accredited CBs are authorized to certify Green Productivity Specialists who meet the requirements outlined in Section 5.1.2.

4. Framework for Green Productivity Improvement

The framework for green productivity improvement shown in Figure 1 will serve as the process for implementation of Green Productivity improvement projects.

Figure 1. Framework for Green Productivity improvement

4.1 Step 1: Getting started

- **Task 1. Team formation:** This task involves the process of forming a dedicated team that will lead, direct, and ensure the successful implementation of Green Productivity in the organization.

- **Task 2. Walk-through survey and information collection:** This task is the process by which the Green Productivity team conducts surveys and information collection at production sites or across the organization. The purpose of this task is to identify and understand operational aspects relevant to productivity and environmental impact. This includes collecting data, field observations, and interviews with team members and personnel involved in production.

4.2 Step 2: Planning

Task 3. Identification of problems and causes: This includes identifying obstacles or constraints related to the production process which hinder productivity

and contribute to environmental issues. This also covers determining the factors that cause such issues.

- **Task 4. Setting objectives and targets:** This involves determining the goals and objectives to be achieved by the organization to increase productivity and improve environmental practices. These goals and objectives must be relevant, measurable, and in accordance with the vision, mission, and strategy of the organization.

4.3 Step 3: Generating, evaluating, and prioritizing GP options

- **Task 5. Generating GP options:** This task involves identifying different ways or options to integrate ecofriendly (GP) practices into an organization's operations to increase productivity and reduce environmental impact. It involves research, creative thinking, and strategic planning.

- **Task 6. Screening, evaluating, and prioritizing GP options:** This task involves assessing and comparing the various GP options identified in Task 5. The organization will screen, evaluate, and prioritize these options based on criteria such as environmental impact, cost, profitability, resource availability, and conformity with organizational goals.

4.4 Step 4: Implementing GP options

- **Task 7. Formulating GP implementation plans:** This task involves developing an implementation plan that outlines concrete steps to be taken to implement prioritized GP practices.

- **Task 8. Implementing selected options:** This task involves implementing the GP practices that have been selected and outlined in the implementation plan. This includes concrete actions to change the way organizations operate by incorporating more sustainable practices.

- **Task 9. Training, awareness building, and developing competence:** This task is the process by which the organization provides training, raises awareness, and develops employee competence in terms of GP practice. This involves education and training related to changes in processes, policies, or more sustainable work practices.

4.5 Step 5: Monitoring and reviewing

- **Task 10. Monitoring and evaluating results:** This task involves monitoring and evaluating the impact of GP practices that have been implemented within the organization. This includes data collection, analysis, and measurement of outcomes to assess whether the practices are effective and in line with established objectives.

- **Task 11. Management review:** This task involves a thorough evaluation and analysis of the implementation of GP initiatives that have been implemented within the organization. Upper management and organizational leaders conduct reviews to understand the extent to which these initiatives are successful and whether changes or improvements are needed.

4.6 Step 6: Sustaining GP

- **Task 12. Incorporating changes into organizational management systems:** This task is the process by which organizations integrate changes, practices, and outcomes from GP initiatives into various aspects of their management systems. This includes changes in policies, procedures, organizational culture, and management practices.

- **Task 13. Identifying new/additional problem areas for continuous improvement:** This task involves an ongoing monitoring and evaluation process to identify new or additional problems that may arise in the organization's operations. This includes changes in the business environment, new technologies, changes in market demand, or other factors that may affect productivity and sustainability.

5. Competency

5.1 Prerequisites and Competency Requirements

5.1.1 The prerequisites for Certified GP Specialists (Tier 1) are shown in Table 1.

Table 1. Prerequisites for Certified GP Specialists (Tier 1).

Item no.	Area	Prerequisite
5.1.1.1	Academic qualifications	University degree or diploma with at least 5 years of work experience or equivalent or high school certificate with 10 years of work experience, or equivalent.
5.1.1.2	Prerequisite GP knowledge and understanding	Participants can apply for certification with the requirements for proof of competence originating from: • Training course or training of trainers and consultants in GP or • GP-related training program or • Equivalent national or international face-to-face and/or e-learning training program
5.1.1.3	Essential GP knowledge	Completed the Certified Green Productivity Specialist (CGPS) Preparatory Course with at least 75% course attendance (exemptions with conditions may be offered by CBs).
5.1.1.4	CGPS written examination	Passed the CGPS written examination conducted by the CB.
5.1.1.5	GP implementation experience and report submission	a) Carried out at least 1 GP assignment (consulting, training, promotion, or research) by providing service to a client in

		relation to implementing solutions to improve productivity and environmental performance. b) Minimum of 360 work hours on consultancy, training, promotion, and/or research in the last 12 months (comprising advisory work, data collection, analysis, making recommendations, report writing, training design, and training on green productivity solutions that are part of the framework for green productivity improvement). c) Submitted a project report to a CB.
5.1.1.6	Client testimonials	Submit at least 1 positive testimonial from a client on a GP project undertaken.
5.1.1.7	Process skills	Possess the skills outlined in Table 4.
5.1.1.8.	People skills	Possess the skills outlined in Table 5.

5.1.2 Prerequisites for Certified Master GP Specialists (Tier 2) are shown in Table 2.

Table 2. Prerequisites for Certified Master GP Specialists (Tier 2).

Item no.	Area	Prerequisite
5.1.2.1	Professional qualifications	Certified GP Specialist.
5.1.2.2	GP implementation experience and report submission	a) Carried out at least 5 GP assignments (consulting, promotion, training, or research) by providing service to clients in relation to implementing solutions to improve productivity and environmental performance. b) Submitted project reports to a CB.
5.1.2.3	Client testimonials	Submitted at least 5 positive testimonials from clients on GP projects undertaken.
5.1.2.4	Process skills	Possess the skills outlined in Table 4.
5.1.2.5.	People skills	Possess the skills outlined in Table 5.

5.2 Green Productivity Domain Expertise

The GP domain expertise of a certified person may include but not be limited to the items listed in Table 3.

Table 3. GP domain expertise.

Item no.	Area	Domain knowledge and experience
5.2.1	GP methodology	• Six steps and 13 tasks of GP methodology
5.2.2	Techniques for GP	• Environmental aspect and impact assessment • 3Rs (reduce, reuse, recycle) approach • Life cycle assessment (LCA) • Total quality management (TQM) • Ecoefficiency • Environmental management system • Lean and green manufacturing • Green supply chain management • Cradle-to-cradle (C2C) • Environmental product declarations (EPDs) • Energy efficiency • Renewable energy • Green procurement • Sustainable transportation • Sustainability reporting • Green building design • Ecofriendly packaging • Environmental training • Digitalization, etc.
5.2.3	GP tools	• Brainstorming • Flowcharts • Process flow diagrams • Plant layout • Ecomapping • Concentration diagrams • Checksheets • Checklists • Material flow cost accounting (MFCA) • Material balance • Energy balance • Ishikawa diagrams • Pareto charts • Control charts

		· Spiderweb diagrams
		· Failure-mode effect analyses
		· Cost–benefit analyses
		· Benchmarking
		· Decision matrices
		· Industrial engineering techniques, etc.

5.3 Process Skills

Process skills include mastery of the applicable aspects of the execution process, as shown in Table 4.

Table 4. Process skills.

Item no.	Process skill	Demonstration of process skill*
5.3.1	GP core competencies (consultancy, training, promotion, research)	· Promote GP concepts · Implement GP methodology, tools, and techniques
5.3.2	GP consultancy	· Prepare a GP implementation project plan · Facilitate GP project implementation · Facilitate managing GP project implementation
5.3.3	GP training	· Undertake organizational training need analysis · Design and develop learning program · Design and develop learning resources · Plan, organize, and deliver group-based learning in GP methodology and related techniques
5.3.4	GP promotion	· Develop GP implementation agenda for an organization · Prepare a comprehensive GP promotion plan and innovative dissemination materials based on GP themes
5.3.5	GP applied research on materials, design, and processes**	· Conduct applied research on GP development
5.3.6	GP policy development**	· Develop GP policy for an organization · Develop public policy on GP

*Demonstration of process skills may be implemented based on the context of member country standardization systems. The units of competency (RMCS model) related to the process skills (Annexes D and E) may be implemented.
**Applicable only to GP Master certification.

5.4 People Skills

The skills listed in Table 5 apply to both tiers of certification.

Table 5. People skills.

Item no.	People skill	Demonstration of people skill
5.4.1	Client relationship	Deploy techniques to establish trust and offer a good client experience.
5.4.2	Stakeholder management	Work effectively with stakeholders to execute the steps in the framework for productivity improvement and achieve the expected outcomes of assignments.
5.4.3	Communication	Deploy techniques to establish effective communication with clients.
5.4.4	Team management	Build and lead a high-performing team to achieve the objectives of assignments.

6. Code of Professional Conduct

Certified GP Specialists must always uphold the code of professional conduct in relation to clients, the public, and the profession for improving productivity and the environment. The types of conduct expected are shown in Table 6.

Table 6. Code of Professional Conduct for GP Specialists.

Item no.	Conduct	Demonstration of conduct
6.1	Respect for the profession	Act to reflect the honor of and enhance public regard for the profession of GP Specialist.
6.2	Public confidence	Act in a manner that fosters confidence in the profession of GP Specialist.
6.3	Responsibility	Represent the interests of the APO, NPOs, and the wider GP Specialist/practitioner community and other relevant parties.
6.4	Legality	Advise on and comply with applicable laws and regulations relevant to assignments.
6.5	Professionalism	Deliver the intended results and outcomes in a timely, cost-effective manner.

6.6	Truthfulness	Disclose details of any conflicts of interest to relevant parties if the outcomes of assignments may be affected.
6.7	Objectivity	Maintain an independent, impartial position in decision-making on matters that affect clients' needs.
6.8	Integrity	Respect the rights of other professionals in the field by not disclosing proprietary information or methodologies without prior consent.
6.9	Confidentiality	Protect all stakeholders' information, including all copyrighted materials, and prevent unauthorized access to information.
6.10	Efficiency	Optimize resources to achieve the intended outcomes and complete assignments.
6.11	Sustainability	Recommend GP solutions compatible with the UN SDGs.
6.12	Resourcefulness	Mobilize relevant GP improvement solutions and resources to ensure the success of assignments.
6.13	Proficiency	Exhibit the competence required to perform assignments for clients and, if necessary, complement this with advice and assistance from other parties.
6.14	Agility	Demonstrate the ability to respond to changing needs or expectations of clients and stakeholders.
6.15	Commitment to continual improvement	Adhere to the principles of productivity improvement by evaluating the impacts of technical interventions and providing innovative productivity solutions.

7. Certification Process

7.1 General

GP Specialists who meet the prerequisites and competency requirements may apply to a CB to be certified under the scheme. Details of the initial certification and recertification of Certified GP Specialists are outlined in Table 7.

Table 7. Certification and recertification of GP Specialists.

Item no.	Area	Duration and requirements
7.1.1	Certification	a) GP Specialists who meet the criteria outlined in Section

Item no.	Process step	Activity
		5 are certified under the GP Specialist Scheme for a period of 3 years.
		b) During the period of certification, certified GP Specialists must comply with the Code of Professional Conduct outlined in Section 6 or equivalent Code of Conduct prescribed by a CB.
7.1.2	Recertification	a) The recertification duration is 3 years from the date of initial certification or recertification.
		b) During the period of certification, Certified GP Specialists must comply with the Code of Conduct outlined in Section 6 or equivalent Code of Conduct prescribed by a CB.

7.2 Certification Process

The details in Table 8 show the generic process recommended for certified persons.

Table 8. Generic certification process.

Item no.	Process step	Activity
7.2.1	CGPS Preparatory Course	Completed the Certified Green Productivity Specialist (CGPS) Preparatory Course with at least 75% course attendance (exemptions with conditions may be offered by CBs).
7.2.2	CGPS written examination	Pass the CGPS written examination (applicants who fail may take the written examination again; see Annex C for guidelines on conducting written examinations).
7.2.3	Submission of application	Applicants complete the CB-prescribed application form and submit it with supporting documentation and fees (if any).
7.2.4	Information verification	The CB verifies the information in the application to ensure that all criteria are met and to confirm the authenticity of supporting documents.
7.2.5	Face-to-face panel interview	1) The CB conducts a face-to-face panel interview to assess the competency of the applicant. 2) Successful applicants are recommended for certification by 2 or more competent persons appointed by the CB.
7.2.6	Approval of certification	The recommendation for certification of an applicant is approved by a designated authority of the CB.

Item no.	Process step	Activity
7.2.7	Commencement of certification	1) The applicant signs a document stating that he/she will comply with the rules of the CB and the Code of Professional Conduct before receiving a coded, traceable certificate. 2) Certified persons are entitled to use the certification logos with respect to their level of certification as outlined in Annex G. 3) Certified persons record the required continuous professional development hours and submit the record for recertification at the end of the 3-year period.

Note: The certification process may differ, and CBs should adapt the above process to suit local requirements.

7.3 Recertification Process

Before the end of the three-year certification period, certified persons must submit information required for recertification. The details in Table 9 indicate the generic requirements for recertification.

Table 9. Recertification requirements.

Item no.	Area	Requirement for recertification
7.3.1	Continuous professional development (CPD)	a) Certified persons must undergo a minimum of 90 hours of CPD in the preceding 3 years. b) Activities recognized as CPD include but are not limited to the following: • Attending courses, conferences, seminars, and workshops • Participating in technical discussion meetings or similar events • Making technical presentations in classes, symposia, or similar events • Teaching unrepeated structured courses • Publishing books or professional articles • Undertaking other related activities recognized by the relevant CBs.
7.3.2	Client testimonials	Submit at least 2 positive testimonials from clients on productivity projects undertaken in the last 3 years.

7.4   Suspension and Withdrawal

Upon receiving a complaint or feedback on inappropriate, undesired behavior or performance of a certified person, it will be independently investigated, and a fair resolution determined by the CB. If a certified person is found to have infringed on any laws and regulations or not to have complied with the Code of Professional Conduct under this scheme, actions including warnings, suspensions, and withdrawals of certification may be taken. The recommended disciplinary actions for such infringements or noncompliance are shown in Annex B.

7.5   Feedback on Certification Bodies

Feedback on CBs from relevant interested parties should be directed to the Chair of the accredited CB and/or APO-AB Secretariat.

ANNEXES

Annex A. Recommended Criteria to Evaluate Knowledge and Experience in Providing Green Productivity Solutions

Item no.	Area	Knowledge and experience
A-1	Knowledge and skills acquired through consultancy, training, promotion, and/or research	1) List of courses on productivity solutions attended with dates 2) Outline of consultancy, training, promotion, and/or research assignments with dates 3) Number of years providing services in productivity improvement assignments
A-2	Understanding of GP solutions	1) Concept, purpose, principles, and applications 2) Metrics used to measure achievements
A-3	Application of GP solutions in the workplace	1) Identify specific productivity solutions used 2) Process of executing solutions in the workplace 3) Roles and responsibilities of individuals 4) Challenges faced and success factors
A-4	Launching and implementation at organizational level	1) Roadmap for launching and implementation at organizational level 2) Roles and responsibilities of individuals 3) Challenges faced and success factors
A-5	Sustaining at organizational level	1) Monitoring and review process 2) Roles and responsibilities of individuals 3) Challenges faced and success factors 4) Deliverables and outcomes achieved

Annex B: Infringements/Noncompliance and Recommended Disciplinary Actions

Item no.	Severity	Type of infringement/ noncompliance	Recommended disciplinary action
B-1	Minor	1) Poor quality of services or failure complete an assignment without an acceptable reason 2) Failure to demonstrate impartiality and independence during an assignment 3) Accidental breach of a client's confidentiality, trade secrets, and individual privacy 4) Misuse of APO certification scheme or related materials 5) Other infringements of the Code of Professional Conduct	a) The Certified Person will be allowed to provide feedback on the issue. b) A written warning will be issued if the Certified Person is found to have infringed the Code of Professional Conduct.
B-2	Moderate	1) Repeated infringement(s) of minor severity 2) Misrepresentation by allowing the use of Certified Person's certification for others to secure assignments. 3) Infringement of copyrights and use of intellectual property of others without consent	a) Counselling interview with a disciplinary panel that may reduce the sanction to a warning or b) Suspension* of certification for up to 12 months and delisting from the list of Certified Persons will be reinstated at the end of the disciplinary action (all certification or recertification rules will apply)

B-3	Major	1) Fraudulent practices with full intention to cheat for the purpose of securing the assignment or for monetary gain 2) Breach of client's confidential information for own commercial gains 3) Falsifying information or documents for applying for certification, job assignments, and various government schemes 4) Infringement of laws and government regulations 5) Performing actions that severely affect the image of the APO, APO-AB, NPO, CBs, and the GP Specialist community	a) Immediate withdrawal* of certification and delisting from the public list of certified persons. b) Those from whom certification is withdrawn will be barred from application to become a Certified Person for a period of up to 36 months.

*The APO-AB must be informed no more than 30 days after disciplinary action related to suspension and withdrawal of certification is taken. The notification must include details of the offense and disciplinary action taken.

Annex C. Generic Guide for Conducting Written Examinations

Area	Item no.	Requirement
Duration	C-1	2.5 hours
Total points	C-2	100 points
Minimum passing mark	C-3	70 points
Type of question	C-4	Section A: Multiple-choice (total 70 points)
	C-5	Section B: Short essay (total 30 points)
Topics for multiple-choice questions	C-6	GP diagnosis
	C-7	GP solution areas (as prescribed by the CB)
	C-8	People skills 1) Client relationships 2) Stakeholder management 3) Communication 4) Team management
	C-9	Code of Professional Conduct
	C-10	Relevant process skills 1) Consultancy 2) Training 3) Research 4) Promotion
Topics for short essay questions	C-11	GP diagnosis
	C-12	Code of Professional Conduct
	C-13	GP solution areas
	C-14	People skills
	C-15	Process skills

Note: Negative marking is not allowed, and passing marks are based on the total points for Sections A and B. Written assessment examinations can be conducted in a language selected by the CB.

Annex D: Report Standard of Competency for APO Green Productivity Specialists (Certification of Consultants)

1. Project title page	
2. Executive summary	
3. Acknowledgments	
4. Table of contents	
5. Introduction	• Background Information, company profile, objectives of the project • GP team formation, schedule for implementation, methodology, etc. • Training of team members
6. Planning	• Factory information, location and plant layout, process flow diagram, details of processes, etc. • Resource uses, raw materials, water supply, energy use, electricity, wastewater generated, solid waste, toxic waste (annual data preferred) • Analysis using GP tools, material balance, energy balance, ecomapping, checksheet, MFCA, Ishikawa diagram, pareto diagram, etc. • Identify problems and causes, set objectives and targets
7. Generation and evaluation of GP options	• Generation, screening, and prioritization of GP options • Evaluation (technical, environmental, financial)
8. Implementation	• Formulation of GP implementation plans • Implementation of selected options, training, and competency development
9. Monitoring and review	• Monitoring and evaluation of results • Review of process, problems encountered, countermeasures, outputs, and outcomes
10. Sustaining	• Standardization, new areas for future improvement
11. Conclusion	
12. Annexes	

Report Standard of Competency for APO Green Productivity Specialists (Certification for Training)

1. Project title page	
2. Executive summary	
3. Acknowledgments	
4. Table of contents	

5. Introduction	• Justification of GP project, project objectives • GP methodology, schedule of implementation, etc.

6. GP training program	• TNA
	• Design and develop learning program
	    APO training program
	    INA training program
	    Other (specify)
	
	• Design and develop learning resources
	    APO learning resources
	    INA GP learning resources
	    Other (specify)
	
	• Plan, organize, and deliver group-based learning in GP methodology and related techniques

7. Chapter 3. Summary and Conclusion of the Results	
8. Annexes	• Photos of GP training • Training materials • List of attendees • Training evaluation

Report Standard of Competency for APO Green Productivity Specialists (Certification for Promotion)

1. Project title page	
2. Executive Summary	
3. Acknowledgments	
4. Table of contents	
5. Introduction	• Justification for GP project and objectives • GP methodology, implementation schedule, etc.
6. GP promotion program	• Develop GP implementation agenda for an organization • Preparation of comprehensive GP promotion plan • Preparation innovative dissemination materials based on GP themes
7. Summary and conclusion of results	
8. Annexes	• Photos showing GP promotion activities • Promotion materials

Guidelines for Process Skill Development for Requirements for Green Productivity Specialists

APO-GPS 201:2023

Annex E. Guidelines for Process Skill Development for Green Productivity Specialists (Tier 1)

Unit title	Promote the Concept of GP
Unit no.	**APO-GPS CSTD-001**
Unit descriptor:	This unit deals with skills, knowledge, and attitudes required to understand sustainable development and GP, including employability skills
Elements	**Performance criteria**
1. Review productivity concepts and principles	1.1. Productivity concepts are reviewed.
	1.2. Productivity principles are reviewed.
	1.3. Multifactor productivity areas are identified.
2. Review ecological concepts	2.1. Sustainable use of natural resources is reviewed.
	2.2. Protection of ecological balance is reviewed.
	2.3. Protection of plant and animal species and their environment is reviewed.
3. Identify relationships among productivity, the environment, and socioeconomic development	3.1. Resource efficiency, security, and productivity are analyzed.
	3.2. Low-carbon products are identified.
	3.3. Environmental management is defined.
	3.4. The circular economy is defined.
4. Review GP concepts	4.1. GP is defined.
	4.2. The triple focus of GP is identified.
	4.3. Characteristics of GP are defined.
	4.4. Conventional versus GP practices are reviewed.
	4.5. Multisector coverage of GP is reviewed.
5. Identify guiding principles of GP	5.1. GP principles are reviewed and interpreted.
6. Driving forces of GP	6.1. External forces are identified.
	6.2. Internal forces are identified.
7. Identify benefits of GP	7.1. Productivity is improved through resource efficiency.
	7.2. Environmental conservation and improving resource security are identified.
	7.3. Reducing life-cycle impacts is explained.
	7.4. Health and safety are improved for the workforce and communities.
	7.5. Quality of life is enhanced.
8. Communicate APO concept of GP to the public	8.1. The APO concept of GP is defined for effective communication.
	8.2. Effective facilitation and interpersonal skills are used to communicate the APO concept of GP.

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

▪ Produce clear, understandable written/verbal/visual communication

	Provide prompt responses to requests for information

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
    - Use effective facilitation and interpersonal skills, including verbal and nonverbal communication that is sensitive to the needs and differences of others
- Essential knowledge includes:
    - Communication methods relevant to the workplace and work roles

Range Statement

The range statement relates to the unit of competency as a whole. It takes into account different work environments and situations that may affect performance.

• Productivity concepts	o	Technical concepts	
	o	Social concepts	
	o	Economic concepts	
	o	Management concepts	
	o	Integrated concepts	
• Productivity principles	o	Principle of increase in employment	
	o	Principle of labor–management cooperation	
	o	Principle of fair distribution	
• Triple focus of GP	o	Environment (sustainable development)	
	o	Quality and safety (voice of customers)	
	o	Profitability (factor inputs)	
• Characteristics of GP	o	Environmental compliance	
	o	Productivity improvement	
	o	Integrated people-based approach	
	o	Information-driven improvement	

Unit title	**Implement GP Methodology and Its Tools**
Unit number	**APO-GPS CSTD-002**
Unit descriptor	This unit deals with skills, knowledge, and attitudes required to implement GP methodology along with employability skills
Elements	**Performance Criteria**
1. Analyze and interpret the overview and framework of GP methodology	1.1. GP methodology is reviewed.
	1.2. The vicious cycle of bad quality and poor productivity is analyzed.
	1.3. The input and output process is reviewed through MFCA.
	1.4. Kaizen vs. innovation is interpreted.
	1.5. Continuous improvement through PDCA is explained.
	1.6. Commitment and involvement of top management are interpreted.
	1.7. Barriers to commitment are analyzed.
	1.8. Means of gaining commitment are identified.
	1.9. Six steps and 13 tasks of GP methodology are identified.
2. Identify and implement GP tools	2.1. Tools for GP are identified.

		2.2. GP tools are implemented according to steps and tasks.
3.	Step 1: Getting started	3.1. Task 1: Team formation
		3.2. Task 2: Walkthrough survey/information collection
4.	Step 2: Planning	4.1. Task 3: Identification of problems and causes
		4.2. Task 4: Setting objectives and targets
5.	Step 3: Generation and evaluation of GP options	5.1. Listing hierarchy of tasks in generating and evaluating GP options
		5.2. Reviewing existing GP options
		5.3. Task 5: Generating new GP options
		5.4. Task 6: Screening and evaluating GP options
		5.5. Task 7: Developing GP implementation plans
6.	Step 4: Implementation of GP options	6.1. Task 8: Implementing selected GP options
		6.2. Task 9: Training, awareness building, and developing competence
7.	Step 5: Monitoring and review	7.1. Task 10: Monitoring and evaluating results
		7.2. Task 11: Performing management review
8.	Step 6: Sustaining GP	8.1. Task 12: Incorporating changes into organizational management systems
		8.2. Task 13: Adding new/additional problem areas for continuous improvement

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements and must be able to:

- Demonstrate all of the elements and performance criteria in this unit in 5 dimensions of competency (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills)
- Produce clear, understandable written/verbal/visual communications
- Provide prompt responses to requests for information

Critical Skills and Essential Knowledge

Critical skills and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - Follow GP methodology consistently in a step-by-step process
  - Practice using GP tools to achieve competency
  - Use effective facilitation and interpersonal skills, including verbal and nonverbal communication, that is sensitive to the needs and differences of others
- Essential knowledge includes:
  - Communication methods relevant to the workplace and work roles
  - Collaboration and integration of management systems supporting GP development

Range Statement
The range statement relates to the unit of competency as a whole, taking into account different work environments and situations that may affect performance.

- GP may include three components	o Step-by-step problem-solving framework
	o Tools, techniques, and methodologies used in conjunction with the framework

	o	Social, economic, environmental, and cultural principles and values governing the choice of tools, techniques, and technologies and design of the GP process
▪ Barriers to commitment	o	Attitudinal barriers
	o	Information-related barriers
	o	Technical barriers
	o	Economic barriers
▪ GP tools	o	Brainstorming
	o	Flowcharts
	o	Process flow diagrams
	o	Plant layout
	o	Ecomapping
	o	Concentration diagrams
	o	Checksheets
	o	Checklists
	o	Material balance
	o	Energy balance
	o	Ishikawa diagrams
	o	Pareto charts
	o	Control charts
	o	Spiderweb diagrams
	o	Failure-mode effect analyses
	o	Cost–benefit analyses
	o	Benchmarking
	o	Decision matrices
	o	Life-cycle assessments
	o	MFCA
	o	Time-motion studies
▪ Six steps and 13 tasks of GP methodology	o	Step 1: Getting started
		• Task 1. Team formation
		• Task 2. Walkthrough survey and information collection
	o	Step 2: Planning
		• Task 3. Identification of problems and causes
		• Task 4. Setting objectives and targets
	o	Step 3: Generating, evaluating, and prioritizing GP options
		• Task 5. Generating GP options
		• Task 6. Screening, evaluating, and prioritizing GP options
	o	Step 4: Implementing GP options
		• Task 7. Formulating GP implementation plans
		• Task 8. Implementing selected options
		• Task 9. Training, awareness building, and developing competence
	o	Step 5: Monitoring and reviewing
		• Task 10. Monitoring and evaluating results
		• Task 11. Management review
	o	Step 6: Sustaining GP

| | Task 12. Incorporating changes into organizational management systems |
| | Task 13. Identifying new/additional problem areas for continuous improvement |

▪ Problems may include but are not limited to	o	Process
	o	Chemicals
	o	Energy
	o	Water
	o	Human resources
	o	Costs
	o	Waste generation: water, solid waste, and air emissions
	o	Production
	o	Capacity utilization
	o	Product quality and safety
	o	Market demand
	o	Raw materials
	o	OHS
	o	Working conditions (heat, lighting, noise, air quality, ventilation)
	o	Facilities
	o	Supply chains
▪ Objectives can include commitments to	o	Meeting sector-specific production and emission norms
	o	Designing products and processes to minimize environmental impact in production, use, and disposal
	o	Controlling the environmental impact of extraction and use of raw materials
	o	Promoting GP awareness among employees and the community
	o	Enhancing workforce and community health and safety

Unit title	Implement Techniques for GP
Unit number	APO-GPS CSTD-003
Unit descriptor	This unit deals with knowledge, skills, and attitudes required to implement GP techniques, including employability skills.

Elements	Performance Criteria
1. Review methods to generate options	1.1. GP techniques are organized and categorized.
	1.2. Operating procedures are reviewed for improvement.
	1.3. MFCA flow models are reviewed in monetary and environmental terms.
	1.4. Waste stream segregation is reviewed.
2. Analyze good housekeeping	2.1. 5S is reviewed as a management guide.
	2.2. 7 Wastes are used as a guide when identifying areas for improvement.
	3.1. Effectiveness of preventive measures is reviewed.

3. Identify preventive maintenance options	3.2. Total productive maintenance techniques and systems are reviewed.
4. Identify areas for resource conservation	4.1. The 3Rs are reviewed on a case-by-case basis.
	4.2. Energy efficiency and conservation measures are reviewed.
	4.3. Alternative and renewable energy options are reviewed.
5. Review input material changes	5.1. Input material changes are reviewed.
6. Review process/equipment changes	6.1. Process/equipment changes are reviewed.
7. Identify pollution control measures	7.1. Air-emission control measures are reviewed.
	7.2. Wastewater management measures are reviewed.
	7.3. Solid and hazardous waste management measures are reviewed.
	7.4. Working conditions are reviewed.
8. Review design for environment	8.1. Design strategies for environmental sustainability are reviewed.
	8.2. Packaging standards are reviewed.
	8.3. Product quality standards are reviewed.
9. Review life-cycle assessment	9.1. Life-cycle assessment is reviewed.
10. Review logistics operations	10.1. GHG emissions are reviewed to identify low-carbon options.
11. Review green procurement and green products	11.1. Management policies and practices for green procurement are identified.
	11.2. Ecolabeling requirements for products are observed.
12. Determine costs and level of improvement	12.1. Cost of implementing techniques is optimized.

Evidence Guide
To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements and be able to:

▪ Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills)
▪ Produce clear, understandable written/verbal/visual communication
▪ Provide prompt responses to requests for information

Critical Skills and Essential Knowledge
Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

▪ Critical skills include the ability to:
○ Consistently implement GP techniques
○ Practice implementing GP techniques to achieve competency
○ Use effective facilitation and interpersonal skills, including verbal and nonverbal communication that is sensitive to the needs and differences of others

▪ Essential knowledge includes:	
○ Communication methods relevant to the workplace and work roles	
○ Principles, concepts, and theories of GP systems supporting GP implementation techniques	

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

▪ GP techniques are categorized as	○ Waste prevention ○ Resource conservation ○ Pollution control ○ Product improvement ○ Productivity and quality improvement
▪ Operating procedures may include	○ Operating procedures and process specifications ○ Scheduling operations ○ Equipment operation procedures ○ Maintenance procedures ○ Material and product handling and storage ○ Staff safety measures ○ Comparison with resource and energy consumption norms
▪ 5S techniques include	○ Seiri: Sorting ○ Seiton: Arranging ○ Seiso: Cleaning and inspection ○ Seiketsu: Improving and standardizing ○ Shitsuke: Self-discipline
▪ Seven wastes include	○ Waiting ○ Transporting ○ Processing ○ Inventory ○ Motions ○ Defects ○ Overproduction
▪ Preventive measures include	○ Cleaning ○ Lubrication ○ Inspection of protective coating ○ Replacement of parts and overhauls
▪ Energy conservation and efficiency are possible at five points	○ Energy conversion ○ Energy transfer ○ Energy utilization ○ Energy recovery ○ Energy management
▪ Environmental strategies include	○ Selection of low-impact materials ○ Optimization of initial lifetime ○ Reduction of environmental impact during use ○ Data-driven decision support systems ○ Optimization of production techniques ○ Efficient logistics operations
▪ MFCA may include	○ Mass balance ○ Positive and negative products ○ Positive and negative ratios

Unit title	**Prepare a Plan for a GP Implementation Project**
Unit number	**APO-GPS CSTD-004**
Unit descriptor	This unit deals with knowledge, skills, and attitudes required to develop GP implementation projects as responses to proposals offered. It requires the ability to analyze client specifications or needs, determine organizational ability to meet those requirements, and prepare and present information relevant to client criteria or needs, including employability skills.

Elements	Performance Criteria
1. Identification of issues/problems	1.1. Project brief and needs are analyzed.
	1.2. Clarification of green product and service requirements is sought from organizations requesting or requiring the project.
	1.3. Assessment of organizational capacity is completed to suggest GP projects.
	1.4. Viability is assessed, and if a proposal is requested, a plan of action is created for submission.
2. Develop details for inclusion in proposal	2.1. Objectives are determined.
	2.2. Scope and timeline are determined.
	2.3. Approach and methodology are determined.
	2.4. Project team is created.
	2.5. GP practice hours are identified.
	2.6. Budget is prepared for the project.
	2.7. Operational information is collected and collated for analysis and inclusion in proposal.
	2.8. Supporting information is prepared for inclusion in the proposal.
	2.9. Support is sought for proposal from relevant individuals and agencies.
3. Prepare written project plan/proposal	3.1. Clear, comprehensive information is presented to client.
	3.2. All supporting information is incorporated.
	3.3. Materials according to organizational style preferences in a format that maximizes the use of strategic and creative techniques are presented.
	3.4. Completed proposal, any required adjustments, and approval to submit are evaluated.
4. Submit written notification to supervisor/head of organization	4.1. All proposal materials designated by location and within deadlines are recorded.
	4.2. Copies of project documents are maintained according to organizational procedures.
	4.3. Additional information is provided as requested
	4.4. Feedback on project outcomes is reviewed to inform future proposals.

Evidence Guide

The evidence guide must be read in conjunction with the performance criteria, required skills and knowledge, and range statement.

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- o Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills)
- o Produce clear, understandable written/verbal/visual communication
- o Provide prompt responses to requests for information

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - o Prepare multiple proposals in response to diverse project specifications or client needs
  - o Effectively analyze client project specifications or needs and clearly and comprehensively present information relevant to client criteria or needs
  - o Present professional, creative proposals that promote the organization
  - o Use effective facilitation and interpersonal skills, including verbal and nonverbal communication, sensitive to the needs and differences of others
- Essential knowledge includes:
  - o Communication methods relevant to the workplace and work roles
  - o Full details of organizational products, services, and facilities
  - o Operational requirements
  - o Sources of costs for products and services
  - o Sources of organizational information to be included in project proposals

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

▪ Project brief may detail	o Criteria o Details of selection process o Eligibility for submission of a project o Project specifications

▪ GP practice hours	o Applicants must have spent at least 360 hours on recognized GP projects within the previous 6 months.
	o Information components to record the practice of applying GP:
	  ▪ Client company/title of assignment
	  ▪ Contact person telephone/email
	  ▪ Duration of assignment
	  ▪ Team size
	  ▪ Hours spent by team
	  ▪ Applicant's role in assignment
	  ▪ Hours spent by applicant

▪ Assessment of organizational capacity may include	o Budgetary constraints outlined in the project brief o Compliance with regulations o Diversification from range of products and services currently offered o Geographic constraints o Likely profit o Other conflicting projects

		o	Resource capacity of organization to provide scope of products and services
		o	Risk assessment of providing the products and services
▪	Viability may involve	o	Ability to meet the project deadline
		o	Ability to meet the project criteria and provide full information required
▪	Operational information may include	o	Capacity of facilities to implement the project
		o	Facility management requirements
		o	Environmental sustainability policies and procedures
		o	Project management services
		o	Resources that will be utilized (physical and human)
		o	Policies, procedures, and practices
▪	Relevant individuals and agencies may include:	o	Community agencies
		o	Government agencies
		o	High-profile leaders
		o	Local businesses
		o	Sponsors
		o	Statutory authorities

Unit title	Facilitate GP Project Implementation
Unit number	APO-GPS CSTD-005
Unit descriptor	This unit specifies the competency required to facilitate group engagement in GP implementation projects and contains employability skills.

Elements	Performance Criteria
1. Prepare GP project implementation plan	1.1. The needs of the organization are researched and confirmed.
	1.2. Constraints in implementation are identified.
	1.3. A facilitation guide for GP implementation is developed with stakeholders.
	1.4. Resources that allow a work-based GP approach are researched and collated.
	1.5. Information on the GP implementation process is distributed to all personnel in the group.
2. Introduce GP	2.1. An environment conducive to collaboration and safety is created.
	2.2. Communication and interpersonal skills are used to welcome and engage the group.
	2.3. The expectations, knowledge, and expertise of individuals in the group are identified and acknowledged.
	2.4. The principles of GP are explained and discussed.
	2.5. Anticipated objectives, outputs, outcomes, and evaluation methods are clarified and confirmed.
	2.6. Resources are introduced and discussed.
3. Facilitate GP implementation	3.1. The group is guided to jointly develop an action plan and modify it as required.

		3.2. Agenda items are scheduled and activities are timed to suit the project needs and maximize participation and engagement.
		3.3. Employability skill development is encouraged through facilitated learning.
		3.4. The strengths and relationships within the group are observed and extended to improve the organization's experience and maintain group dynamics.
		3.5. Problem solving, contingency management, and time management skills and strategies are used to address issues as they arise.
		3.6. Information to assist with implementation of GP solutions outside the agenda is distributed and discussed.
		3.7. Documentation and record-keeping are carried out continuously.
4.	Continuous monitoring and evaluation of milestones	4.1. The effectiveness of communication within the group is discussed and evaluated.
		4.2. Groups are supported to self-assess and reflect on personal and group learning.
		4.3. A range of evaluation methods is used to periodically evaluate and document progress against the objectives/intended outcomes of the facilitation guide.
		4.4. Ongoing evaluations and reflections are synthesized and used to continuously modify or adapt GP processes and individual/group activities.
5.	Identify ongoing group purpose and sustainability	5.1. Organization/learners are supported and encouraged to determine agreed directions and future plans.
		5.2. Guidance is provided to address group deliberations
		5.3. The agreed directions and outcomes are defined
6.	Agreed directions and outcomes are defined	6.1. The group's overall evaluation of the GP implementation process is facilitated in line with the agreed evaluation process.
		6.2. The group evaluation is documented and endorsed.
		6.3. The group is supported in promoting and disseminating outcomes and outputs/products.
		6.4. All documentation in relation to the action learning project is filed according to organizational requirements.
7.	Reflect on personal facilitation skills	7.1. Feedback from the GP implementing group and other stakeholders is gathered and analyzed.
		7.2. Self-assessment and reflection are carried out to evaluate personal performance.
		7.3. Feedback on personal facilitation skills is sought from colleagues or others.
		7.4. Feedback is synthesized to determine improvements for future action learning.
Evidence Guide		

To demonstrate competency in this unit, candidates must provide evidence that they can apply organizational, communication, interpersonal, and group leadership skills to effectively facilitate a group GP project.

The facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes, or techniques to maintain the interest of all individuals. The facilitator must also demonstrate the ability to ensure that all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes within the parameters set by the work objectives.

The facilitator must maintain the relevance of group discussions to the purpose of the project and assist group members in learning from each other and their experiences.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
    - Use effective facilitation and interpersonal skills, including verbal and nonverbal communication that is sensitive to the needs and differences of others
    - Use required technology
    - Show group management skills
    - Show problem-solving skills
- Essential knowledge includes:
    - Communication methods relevant to the workplace and work roles
    - Learning principles
    - Group learning dynamics
    - Ensuring fairness of learning opportunities
    - Workplace relations

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

- Needs of the organization may include	o Implementing relevant aspects of the organization's strategic goals o Developing/implementing/embedding new ways of working/improved work practices o Addressing change/developing change management approaches o Increasing team capacity and empowerment o Developing a learning organization
- Resources may include	o Identified internal/external experts o Publications/reports o Organizational documents o Communication tools o Flip charts, whiteboards, overhead projectors, etc. o Location/facility requirements o Travel/accommodation/meeting needs
- The GP implementation process includes	o Step 1: Getting started o Step 2: Planning o Step 3: Generation, evaluation, and prioritization of GP options o Step 4: Implementation of GP options o Step 5: Monitoring and review

		o	Step 6: Sustaining GP
▪	Principles of GP include	o	Ecological principles
		o	Productivity principles
▪	Employability skills may include	o	Communication
		o	Teamwork
		o	Problem solving
		o	Initiative and enterprise
		o	Planning and organizing
		o	Self-management
		o	Learning
		o	Technology
▪	Self-assessment and reflection may include	o	Asking critical questions about personal performance and answering them objectively and honestly
		o	Analyzing what worked and what did not, and why
		o	Thinking about and planning for improvement in the future
▪	Evaluation methods may include	o	Formal methods such as surveys and questionnaires
		o	Informal methods such as observations, individual and group questioning, and discussions
		o	Journals/diaries
		o	Feedback loops
▪	Agreed directions and future actions may include	o	Identifying the scope of further work
		o	Bringing the project to a close
		o	Developing new directions

Unit title	Facilitate Managing GP Project Implementation
Unit number	APO-GPS CSTD-006
Unit descriptor	This unit specifies the competency required to facilitate group GP implementation projects and includes employability skills
Elements	**Performance Criteria**
1. Defining project scope	1.1. Project objectives, budget, scope of activities, and deliverables are identified.
	1.2. Relationship of GP project to others and to overall organizational objectives is clarified.
	1.3. Stakeholders and their requirements are identified for consultation and involvement in GP project activities.
	1.4. Administrative structure for project management, individual responsibility, and reporting hierarchy are confirmed.
	1.5. Resources required for the GP project are determined.
2. Developing a project plan	2.1. Consult with stakeholders to facilitate input and to achieve approval for GP project plan.
	2.2. Risk, regulatory, and sustainability issues are identified and incorporated into the plan.
	2.3. Quality, financial, human, and physical resource specifications are integrated for GP project activities.
	2.4. GP project evaluation methods are developed and integrated.
	2.5. Internal and external communications, public relations, and marketing approaches are planned.
	2.6. An integrated GP project management plan is documented.

		2.7. The plan, roles, and responsibilities are communicated to all involved.
3.	Administering and monitoring the GP project	3.1. Project activities are implemented according to plan and in conjunction with stakeholders and project team members, providing support and assistance as required.
		3.2. Financial and quality control systems are implemented according to the project plan.
		3.3. Progress is monitored to ensure that project objectives, deliverables, timelines, cost, and quality are achieved.
		3.4. Deviations from the plan are identified and assessed, and project activities are realigned to meet objectives.
		3.5. The need for project variations, including additional project resources, is determined.
		3.6. Progress and final reports are provided according to project requirements.
		3.7. Project is completed within agreed timeline.
4.	Evaluating the project	4.1. Project effectiveness at specified stages is assessed using agreed evaluation methods.
		4.2. The completed project is evaluated for administrative efficiency, quality, and achievement of objectives.
		4.3. Outcomes are reported to stakeholders, and information is used to enhance future project planning and management activities.

Evidence Guide

To demonstrate competency in this unit, candidates must be able to provide evidence that they can apply organizational, communication, interpersonal, and group leadership skills to effectively facilitate a group GP project.

The facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes, or techniques to maintain the interest of all individuals. The facilitator must also demonstrate the ability to ensure that all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes within the parameters set by the work objectives.

The facilitator must ensure the relevance of the group discussion to the purpose of the project and assist group members in learning from each other and their experiences.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - Use effective facilitation and interpersonal skills, including verbal and nonverbal communication that is sensitive to the needs and differences of others.
  - Use required technology
  - Show group management skills
  - Show problem-solving skills
- Essential knowledge includes:
  - Communication methods relevant to the workplace and work roles
  - Learning principles
  - Group learning dynamics
  - Ensuring fairness of learning opportunities
  - Workplace relations

Range Statement	
The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.	
▪ Project objectives may relate to	o Community or industry development o Economic or social benefits o Education or training o Profit o Research
▪ Stakeholders may include	o Community agencies o Customers or clients o Funding bodies o Government departments or statutory authorities o Host organizations o Industry associations o Internal personnel o Management o Management committees o Media o Regulatory authorities o Sponsors
▪ Administrative structure for project management may involve	o Advisory and reference groups o Consultants o Consultative groups o Contractors and suppliers o Internal or external project managers o Management o Management committees o Secretariat
▪ The project management plan may include	o Budget o Consultation strategies o Internal and external communication processes and channels o Key milestones o Marketing o Objectives and outcomes o Personnel o Quality assurance o Reporting requirements o Risk management and contingency plans o Safety initiatives o Selection or tendering processes o Sponsors o Stages o Sustainability considerations o Time frames
▪ Support and assistance may include	o Additional resources o Formal training opportunities o Informal coaching and feedback o Moderation and joint planning sessions o Regular meetings and briefings o Representing team interests in wider forums

Unit title	**Undertake Organizational Training Need Analysis**
Unit number	**APO-GPS CSTD-007**
Unit descriptor	This unit specifies the competency required to undertake training need analysis (TNA) to identify the training and assessment needs of an organization.
	This competency involves identifying organizational/client needs through data investigation, using reliable, valid data analysis methods to interpret the data, and providing advice and recommendations on training and assessment services required to meet the identified training needs. This includes identifying future support and services that the client will need to implement the recommendations.

Elements	Performance Criteria
1. Identify organizational/ client needs	1.1. Discussions are held with clients to identify and verify objectives, expectations, and organizational requirements.
	1.2. Appropriate communication and interpersonal skills are used to develop a professional relationship with the client.
	1.3. Existing or potential issues to be addressed are identified and analyzed to determine the impact on client objectives and requirements.
	1.4. Resources are identified and accessed in accordance with organizational requirements.
	1.5. A consultation plan is developed with relevant persons and is negotiated on and agreed to by the client.
2. Conduct TNA	2.1. Reliable, appropriate methods for collecting information and data on current, emerging, and future training needs are employed to make efficient use of resources.
	2.2. Work is analyzed to determine skills and competencies required for effective performance.
	2.3. Information and data are gathered to determine a current skills/competency profile of staff in accordance with legal/organizational/ethical requirements.
	2.4. Information is analyzed using reliable, valid methods to determine skill competency matches and identify current/emerging/future organizational training needs.
	2.5. Conclusions on organizational training needs are supported by verifiable evidence and consistent with research objectives.
3. Provide advice to clients	3.1. Clients are provided with clear advice and recommendations on training and assessment needs.
	3.2. Clients are provided with options for meeting identified training needs.
	3.3. Feedback and comments on the suitability and sufficiency of advice and recommendations are obtained.
	3.4. A final report is completed and presented to the client and processed in accordance with legal/organizational requirements.

Evidence Guide

To demonstrate competency in this unit, candidates must be able to provide evidence that they can consult effectively with clients to identify their needs and provide recommendations for training and/or assessment.

The advice provided as evidence must show how consultative processes were used to verify client needs; detail research methods undertaken to identify suitable training and/or assessment; include an implementation plan for training need analysis; include presentations outlining advice and recommendations; and identify resource requirements and future support delivery timelines.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
    - Outline client needs
    - Report research undertaken
    - Make recommendations to clients
    - Submit plans outlining the delivery of future services, if required
- Essential knowledge includes:
    - Competency standards
    - A range of evaluation and research methodologies, for example:
        - literature research
        - DACUM analysis
        - Delphi analysis
        - interviewing techniques
    - The external environment relating to social, political, economic, and technological developments
    - Training and development strategies
    - Learning organization concepts
    - Relevant policy, legislation, codes of practice, and national standards on GP

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

- Clients may include	o Internal or external o An enterprise o A department/division o An industry sector o A professional association o A community organization o A governmental organization

- Client objectives and expectations may include	o Focus on individual learner objectives, such as:
	   • new skills
	   • specific competencies
	   • target qualifications
	   • career advancement
	o Focus on productivity improvement
	o Focus on administrative and record management systems
	o Focus on satisfying legislative or government regulatory requirements

		o Specific learning support systems o Individualized organizational training and skill requirements o Requirements related to national and state/territory policy and funding bodies
▪	Organizational requirements may include	o Quality assurance and/or procedure manuals o Goals, objectives, plans, systems, and processes o Legal and organizational policies/guidelines and requirements o Recording and reporting procedures o Business and performance plans o Access and equity principles and practices o Confidentiality requirements o Ethical standards o Collaborative/partnership arrangements o OHS policies, procedures, and programs o Quality and continuous improvement processes and standards o Defined resource parameters o Verbal or nonverbal communication o Two-way interactions o Constructive feedback o Active listening o Questioning to clarify and confirm understanding o Accurately interpreting nonverbal and verbal messages o Use of language and concepts appropriate to cultural differences o Clear, concrete presentations of options o Culturally inclusive and sensitive engagement techniques
▪	Existing or potential issues may include	o Releasing employees from work to attend consultations o Access to a range of employees o Individual concerns/issues/negativities that may be brought to consultation sessions
▪	Resources may include	o People o Finances o Business/organizational needs o Equipment o Technology
▪	Consultation plans may include	o Purpose and aims of consultation o Selection of personnel/other relevant persons o Protocol for consultations with employees o Industrial relations considerations o Confidentiality/privacy/ethical considerations o Reporting arrangements o Resources required o Time frames o Other organizational needs

▪ Relevant persons may include	o Clients o Employees o Government agencies o Organizational managers/supervisors o Organizational training and assessment coordinators o Industry groups o Employer/employee representatives o State/territory registration body representatives o External consultants	
▪ Methods for collecting information and data may include	o Surveys, interviews, discussions, and focus groups o Critical incident techniques o Observations of personnel at work o Accessing relevant government legislation, policies, and practices o Analyzing industry and/or enterprise skill audit reports o Analyzing human resources management records/performance management records o Reviewing industry publications or reports o Concept mapping o Job and task analysis o Analyzing assessment and/or training records	
▪ Information and data may be gathered at the following levels	o Organizational o Work group/work unit o Individual	
▪ Data analysis methods may include	o Qualitative/quantitative processes o Feedback on results o Review of previous research o Peer review o Data sampling o Statistical analysis	
▪ Advice may relate to	o Short-term and/or long-term recommendations o Specified outcomes and strategies o Resource requirements o Provision of training and/or assessment services o Design or review of training programs o Contextualization of industry competency standards to meet client goals o Administrative and management systems o Statutory and mandatory requirements o Competency standards and performance assessment systems o National standards o Performance management systems o Training and professional development principles o Reporting and accountability requirements and processes	
▪ Options may include	o Developing in-house capacity to meet identified needs o Identifying training and/or assessment organizations to meet needs o Identifying specific units of competency, qualifications/courses to meet needs o Consultancy services	

		o	Timelines
		o	Urgency
▪	Reports may be presented using	o	Visual, audiovisual, graphic, or multimedia platforms
		o	Demonstrations/presentations
		o	Written text or equivalent medium
		o	Plans, diagrams, charts, posters
▪	Legal requirements may include	o	Standards for training and/or assessment organizations
		o	State or territory registration body requirements
		o	Award and enterprise agreements and relevant industrial arrangements
		o	Confidentiality and privacy requirements
		o	Scope of registration
		o	Relevant legislation from all levels of government affecting business operations, including:
			▪ OHS issues
			▪ environmental issues
			▪ equal opportunity
			▪ industrial relations and antidiscrimination statutes
			▪ relevant industry codes of practice

Unit title	Design and Develop a Learning Program
Unit number	APO-GPS CSTD-008
Unit descriptor	This unit describes the performance outcomes, skills, and knowledge required to conceptualize, design, develop, and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content, and review its effectiveness.
Elements	**Performance Criteria**
1. Define parameters of the learning program	1.1. Purpose and type of learning program are clarified with key stakeholders.
	1.2. Competency standards and other training specifications of the learning program are confirmed.
	1.3. Language, literacy, and numeracy requirements of the program are identified.
	1.4. Characteristics of the target learner group are identified.
2. Work within the vocational education and training (VET) policy framework	2.1. Relevant VET policies and frameworks are assessed and applied to work practices.
	2.2. Changes to training packages and accredited courses are identified and applied to program development.
	2.3. Work is conducted according to organizational quality assurance policies and procedures.
3. Develop program content	3.1. Specific subject matter content is researched, developed, and documented according to agreed design options.
	3.2. Existing learning resources are evaluated for content relevance and quality.
	3.3. Assessment requirements of the learning program are specified.

4. Design structure of the learning program	4.1. The learning content is divided into manageable segments and a time frame for each segment is determined.
	4.2. Delivery strategies and required assessment methods and tools are determined and confirmed.
	4.3. A complete learning program is documented in line with organizational requirements.
	4.4. The complete program is reviewed with key stakeholders and adjusted as required.
	4.5. A safe learning progression is ensured by analyzing risks in the learning environment, including a risk control plan.

Evidence Guide

Assessment must address the scope of this unit and reflect all of its components. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgment of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
- Design, develop, and review learning programs within the competency-based training context.
- Prepare and develop a minimum of 2 learning programs that:
    o Contain differentiated designs to reflect particular needs, contexts, and timelines
    o Are based on competency standards or accredited courses and must cover at least 1 entire unit of competency or accredited course module (at least 1 of the 2 learning programs).
- Essential knowledge includes:
    o Information on training package developers and course accreditation agencies responsible for specific learning program parameters
    o Relevant competency standards to be used as the basis of the learning program
    o Other performance standards and criteria to be used as the basis of the learning program, where relevant
    o Distinction and relationship between a training package/accredited course, learning strategy, and learning program, where linked
    o Different purposes and focus of learning programs
    o Sound knowledge of learning principles
    o Instructional design principles relating to different design options for learning program design and structure
    o Availability and types of different relevant learning resources, learning materials, and predeveloped learning activities
    o Methodology relating to developing and documenting new learning activities and related learning materials
    o Different delivery modes and methods
    o Relevant policies, legal requirements, codes of practice, and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector

	o Relevant OHS knowledge relating to the work role and OHS considerations that need to be included in the learning program

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

Purpose may include	• Developing vocational competency or vocational skills • Developing language, literacy, and numeracy skills • Developing general education • Meeting legislative, licensing, and registration requirements, such as OHS requirements
Other training specifications may include	• Curriculum specifications • Product specifications • Organizational work requirements and training needs • Induction needs • Language, literacy, and numeracy development needs • Regulatory and licensing requirements
VET policies may include	• Policies and procedures set by national organizations, such as the National Quality Council • Australian Quality Training Framework • Other relevant policies

Delivery strategies may include	• Focus of delivery in terms of size and type of group
	• Context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• Modes of delivery, for example:
	  • face-to-face
	  • online
	  • hybrid
	• Delivery methods, for example:
	  • lockstep, learner-paced, and mixed
	  • interactive, participative, and collaborative
	  • hybrid

Unit title	**Design and Develop Learning Resources**
Unit number	**APO-GPS CSTD-009**
Unit descriptor	Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learners.
Elements	**Performance Criteria**
1. Research and interpret the learning resource requirements	1.1. The brief, focus, and type of learning resources are clarified with the client.
	1.2. The likely target audience, its learning needs, and learning environment for the resources are researched.

		1.3. The characteristics of the learners/end-users of the learning resources are identified.
		1.4. Existing information that may be relevant is gathered, collated, and analyzed.
		1.5. Ethical and legal considerations are identified and incorporated.
		1.6. A development work plan is prepared and documented.
2.	Design the learning resources and plan the contents	2.1. A range of design options is generated using a variety of principles and techniques.
		2.2. The designs are reviewed to identify the implications of each.
		2.3. The diversity of learners/end-users and their learning styles are researched and embedded into the design specifications.
		2.4. An outline or prototype for the learning resources is developed and confirmed with the client.
		2.5. The content specifications of the learning product are analyzed, and the proposed content is mapped out.
		2.6. The breadth and depth of the proposed content are determined in accordance with the design prototype, content specifications, and financial constraints.
		2.7. Relevant personnel are identified to support the development phase.
3.	Develop program contents	3.1. Contents and content specification are developed in accordance with the agreed design.
		3.2. Modifications are made to the design and/or contents, where necessary, to address changes in project parameters.
		3.3. Mechanisms for reviewing work in progress are established.
		3.4. Text is clear, concise, grammatically correct, and appropriate for the intended audience.
		3.5. Visual aids are relevant, instructive, and appropriate for the intended audience.
		3.6. The resources are formatted using an appropriate style guide.
4.	Review learning resources prior to implementation	4.1. Contents of the resources are checked to ensure the accuracy and relevance of information.
		4.2. Text, formatting, and visual design are checked for clarity and focus.
		4.3. An external review is conducted using appropriate methods, and feedback is incorporated where relevant.
		4.4. The final draft is reviewed against the brief and other relevant criteria to ensure that all requirements are met prior to delivery to the client.
5.	Evaluate the design and development process	5.1. The design and development process is reviewed using appropriate evaluation criteria.
		5.2. A review is conducted to identify areas for improvement.
		5.3. Identified improvements are documented for future projects.

Evidence Guide

- To demonstrate competency in this unit, candidates must be able to provide evidence that they have designed and developed learning resources.

- The learning resources provided as evidence must clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

- Competency also requires demonstrated ability to research learning resource requirements and content, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate one's own work.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include:
  - Review and analysis
  - Communication and interpersonal relations
  - Computer/technical skills
  - Literacy/writing ability
  - Time management
  - Ability to develop a range of learning activities
  - Research skills
- Essential knowledge includes:
  - VET systems
  - Instructional design
  - Research and evaluation techniques

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

▪ The brief of the learning resource may include	○ A client proposal ○ Identified gaps in the learning product market ○ A tender ○ An organizational need
▪ Focus of the learning resource may include	○ A complete training package ○ A training package qualification/qualifications ○ A traineeship/apprenticeship ○ An accredited course ○ Individual competency standards/modules/subjects ○ A nonaccredited course ○ Learning programs ○ Learning resources to support the introduction and use of new technology/equipment

▪ Types of learning resources may include	○ Training package support materials, such as:
	  ▪ learner/user guides
	  ▪ trainer/facilitator guides
	  ▪ training guides
	  ▪ sample training programs
	  ▪ specific case studies
	  ▪ professional development materials
	  ▪ assessment materials
	  ▪ other published, commercially available support materials for training packages/courses
	  ▪ organizational learning resources
	  ▪ competency standards as learning resources
	  ▪ videos
	  ▪ CDs and audiotapes
	  ▪ references and texts
	  ▪ manuals

		▪ record/logbooks
		▪ learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
		▪ learning resources produced in languages other than English as appropriate to target group learners and the workplace
	eLearning Resources	eLearning resources should be designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning, assessment activities, and relevant information that addresses the competencies/learning outcomes to be achieved by learners.
▪ The likely target audience and learning environment must include		o Who the learning resources are for o What the learning resources are designed to do o How the learning resources will be used o Where the learning resources will be used o Possible media to be used
▪ Research may include:		o Interviews o Focus groups o Informal discussions o Literature reviews o Internet research o Evaluations of existing products o Questionnaires o Workshops
▪ Characteristics of the learners/end-users may include		o Level of prior experience/knowledge of content area o Skill/competency profile o Range and response to previous learning experiences o Level of education o Socioeconomic background, age, and gender o Current work o Work culture o Cultural and ethnic background o Disability or learning support needs o Preferred learning styles o Motivation for learning o English language, literacy, and numeracy needs
▪ Existing information may include		o Industry/end-user needs o Industry best practices and culture o Existing learning resources and learning materials o Relevant training packages/competency standards o Relevant courses, curricula, and modules o Workplace procedures, documentation, and requirements o Industry coverage o Roles and responsibilities of groups and individuals o Information from industry experts and advisers
▪ Ethical and legal considerations may include		o Contract preparation o Meeting contractual requirements o Intellectual property rights o Regulatory requirements including OHS o Organizational requirements

		o Equity issues and needs
		o Potential legal consequences of false, misleading, or incorrect information
▪ Development work plans may include		o Timelines and milestones to be achieved
		o Scheduled meetings and focus groups
		o Consultative processes
		o Handover requirements
		o Equipment, learning resources, and learning materials needed
		o Industry information/practices
		o Budget
		o Identification of risks/risk management strategies
		o Organizational/industrial politics
		o Access to experts/advisers
▪ Design options may include		o Use and extent of practical activity-based contents and passive contents (reading, interpreting, and absorbing information)
		o Use and extent of text-based and graphic information
		o Level of depth of text-based information and sophistication of language
		o Level of completeness in addressing the focus
		o Options for presenting text-based information, e.g., straight text, question-and-answer format, case studies
		o Visual design
		o Sequencing of material
		o Sources of further information/reading
		o Style guides
		o Visual attractiveness
▪ Principles and techniques may include		o Instructional design, for example: ▪ presenting material in a logical order and sequence ▪ opportunities for collaborative learning among learners ▪ navigation tools ▪ presenting material in order of increasing difficulty ▪ opportunities for review of material and repetition ▪ need for learner activity and interactivity ▪ inclusion of a variety of approaches and techniques for presenting information and activities and encouraging participation by learning ▪ structure of information ▪ ensuring that learning is embedded in a realistic, relevant context ▪ techniques to engage learners
		o Creative thinking, for example: • brainstorming • mind mapping • scenario setting • lateral thinking
		o Visual/graphic design, for example: • format • composition • balance • typography

	- images/graphics - charts/diagrams o Research and evaluation, for example: - of other learning resources - of up-to-date research on learning
Reflection may include	o Asking key questions o Discussing details with others, for example: - colleagues - team members - other learning product developers/instructional designers - clients - supervisors/managers o Standing back from work o Setting specified times for reflection o Reviewing personal skills
Learning styles may include	o Theoretical o Pragmatic o Active o Reflective o Kinesthetic o Auditory o Visual
Outlines or prototypes may include	o Mockups o Frameworks o Models o Format specifications
Content specifications may include	o Requirements of relevant training packages, competency standards/benchmarks o OHS requirements o Work practices and procedures o Culture and ethics of the learner/end-user environment o Organizational requirements o Copyright/intellectual property agreements and acknowledgments
Relevant personnel may include	o Subject matter/technical experts o Industry experts o Colleagues o Learners or users o Industry stakeholders o Specialist consultants, e.g., language, literacy, and numeracy specialists
Mechanisms may include	o Verbal or written communication with relevant personnel o Verbal or written communication with content experts o Project updates o Internal/external reviews of drafts
Style guides may include	o Fonts, typefaces, and point sizes o Line spacing o White space o Icons o Use of icons, photographs, illustrations, and diagrams o Signposting

	o Logos
	o DEST Style Guide
	o Client style guides
Methods may include	o Evaluation by experts
	o Pilot-test groups
	o Focus groups
	o Questionnaires
	o Checklists
	o Workshops
	o Telephone interviews
Evaluation criteria may include	o Meeting the brief
	o Client satisfaction
	o Timeliness
	o Cost
	o Design issues/modifications required
	o Blockages and responses
	o Team effectiveness/cohesion
	o Level of expertise required/available

Unit title	**Plan, Organize, and Deliver Group-based Learning on GP Methodology and Related Techniques**
Unit number	**APO-GPS CSTD-010**
Unit descriptor	This unit describes the skills, knowledge, and attitudes required to plan, organize, and deliver training for individuals within a group. It applies to individuals working as entry-level trainers, teachers, or facilitators structuring learning programs developed by others in, or with, a training and assessment organization. No licensing, legislative, or certification requirements apply to this unit at the time of publication
Elements	**Performance Criteria**
1. Interpret learning environment and delivery requirements	1.1. Learning program documentation is accessed and interpreted to determine delivery requirements.
	1.2. Available information and documentation are used to identify group and individual learner needs and learner characteristics.
	1.3. Knowledge of learning principles and theories is used to generate ideas for managing session delivery.
2. Prepare session plans	2.1. Existing learning objectives are refined according to program requirements and specific needs of individual learners.
	2.2. Session plans for each segment of the learning program are developed and documented.
	2.3. The diversity of learners/end-users and their learning styles are researched and embedded into design specifications.
	2.4. An outline or prototype of learning resources is developed and confirmed with the client.
	2.5. Content specifications of the learning product are analyzed and the proposed content is mapped out.
	2.6. The breadth and depth of the proposed content are determined in accordance with the design prototype, content specifications, and financial constraints.
	2.7. Relevant personnel are identified to support the development phase, if needed.

3. Prepare resources for delivery	3.1. Learning materials are contextualized to meet the needs of the specific learner group.
	3.2. Learning materials and organizational facility, technology, and equipment needs are finalized in time for delivery of learning sessions.
	3.3. Overall delivery arrangements are confirmed with relevant personnel.
4. Deliver and facilitate training sessions	4.1. Each session is conducted according to the session plan, modified where appropriate to meet learner needs.
	4.2. The diversity of the group is used as another resource to support learning.
	4.3. A range of delivery methods is employed to optimize learner experiences.
	4.4. Effective facilitation skills are used to ensure effective participation and group management.
5. Support and monitor learning	5.1. Learner progress is monitored and documented to ensure that outcomes are achieved and individual learner needs are met.
	5.2. Adjustments are made to the delivery sessions to reflect specific needs and circumstances.
	5.3. Inappropriate behavior is managed to ensure that learning can occur.
	5.4. Learner records are maintained and stored according to organizational requirements.

Evidence Guide

Assessment must address the scope of this unit and reflect all of its components. An array of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgment of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical Skills and Essential Knowledge

Critical skills and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - Facilitate group-based learning by preparing and delivering a series of training sessions, including:
    - at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g., 40–60 minutes), following one of the learning program designs
    - at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
  - Identify and respond to diversity and individual needs
  - Access and use documented resources and support personnel to guide inclusive practices
- Essential knowledge includes:
  - Introductory knowledge of learning theories
  - Sound knowledge of learning principles
  - Sound knowledge of learner styles
  - Industry area and subject matter

- Learner group profile, including characteristics and needs of individual learners in the group
- Contents and requirements of the learning program and/or delivery plan
- Different delivery methods and techniques appropriate to face-to-face group delivery
- Techniques for the recognition and resolution of inappropriate behavior
- Behavior that may indicate learner difficulties
- Organizational record-management systems and reporting requirements
- Evaluation and revision techniques
- Specific resources, equipment, and support services available for learners with special needs
- Relevant policy, legal requirements, codes of practice, and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector
- OHS relating to the facilitation of group-based learning

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

o Learning program documentation may include	o Competencies or other benchmarks to be achieved for each segment of the learning program, for example:
	  ▪ specific learning outcomes derived from the benchmarks
	  ▪ overview of content to be covered
	  ▪ learning resources, learning materials, and activities
	  ▪ delivery methods
	o Number and duration of training sessions or classes required and overall timelines
	o OHS issues to be addressed in delivery
	o Identification of assessment points to measure learner progress
	o Assessment methods and tools to be used to collect evidence of competency, where assessment is required
	o

o Session plans may include	o Outline of objectives and content to be addressed o Plan of delivery methods and learning activities to be used within the session o Timelines and duration for each learning activity o Formative assessment points and opportunities o Learning materials required
o Inappropriate behavior may include	o Violent or inappropriate language o Verbal or physical abuse or bullying o Insensitive verbal or physical behavior toward other learners or the trainer/facilitator, including cultural-, racial-, disability-, or gender-based insensitivities o Dominant or overbearing behavior o Disruptive behavior o Noncompliance with safety instructions

Unit title	Develop GP Implementation Agenda for an Organization
Unit number	**APO-GPS CSTD-011**
Unit descriptor	This unit describes the knowledge, skills, and attitudes required to develop a GP implementation agenda for an organization. The agenda may be in response to a specific change or a plan for the next period.

Elements	Performance Criteria
1. Determine purpose of GP implementation agenda	1.1. Reason for developing the agenda and expected outcomes from the agenda are confirmed.
	1.2. Purpose of the agenda is confirmed with all relevant stakeholders.
	1.3. Expected outcomes from the agenda with an overall strategic plan for the organization are confirmed.
	1.4. Any potential areas for conflict between the proposed agenda and strategic directions are identified.
	1.5. Relevant stakeholders are consulted to resolve issues.
2. Develop objectives and strategies	2.1. Objectives of the GP implementation agenda are drafted.
	2.2. Strategies to achieve the objectives are drafted.
	2.3. Implications for the value stream are determined.
	2.4. Capital or workplace layout/organization implications for objectives and strategies are determined.
3. Develop agenda to meet objectives and strategies	3.1. Relevant stakeholders are consulted on the implications of objectives and strategies.
	3.2. In coordination with relevant stakeholders, plans to meet objectives are developed.
	3.3. Relevant key performance indicators (KPIs) for the implementation agenda are determined.
	3.4. KPIs are confirmed to meet the purpose of the agenda.
	3.5. The purpose of the agenda is confirmed.
	3.6. The agenda is mapped to show how it will change the value stream.
	3.7. The agenda is adjusted to optimize the value stream.
	3.8. The agenda is validated with relevant stakeholders.
4. Monitor implementation of the agenda	4.1. The agenda is released for implementation.
	4.2. The main progress points are checked against the key stages of the agenda.
	4.3. Any discrepancies are noted.
	4.4. Appropriate actions are taken to ensure correct implementation of the agenda.

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

▪ Develop one significant GP methodology implementation agenda/plan for an organization or alternatively develop several smaller agendas/plans.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

▪ Critical skills include:

| | o This unit primarily requires the application of skills associated with communication in gathering, analyzing, and applying information and consulting with stakeholders. Problem-solving, initiative, enterprise, and planning and organizing are required to develop effective, measurable business plans. This unit also requires aspects of self-management and learning to ensure feedback, and new learning is integrated into competitive manufacturing strategies. |

▪ Essential knowledge includes:
- o GP framework
- o GP methodology
- o GP techniques
- o Knowledge of organizational strategic directions
- o Planning methods and types of plans
- o Contingency planning and other risk-mitigating planning tools
- o Organizational value chains
- o Analysis of value chains
- o Competitive manufacturing practices
- o Applications of quality principles
- o Human resources and industrial relations policies
- o OHS

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

o Objectives may include	o Quality
	o OHS
	o Environment
	o Competitive manufacturing practices
	o Human, physical, financial, and environmental resources
o Objectives and strategies may include	o Human and industrial relations
	o Materials/components and resources
	o Sustainable environmental practices
	o Sales and marketing
	o Finances
o Relevant stakeholders may include	o Other team members
	o Other workers
	o Managers
	o Technical specialists
	o Other actors in value chains

Unit title	**Prepare a Comprehensive GP Promotion Plan**
Unit number	**APO-GPS CSTD-012**
Unit descriptor	This unit describes the skills and knowledge required to prepare a comprehensive GP promotion plan.
	It requires the ability to monitor plans through project execution and evaluation. Plans developed may be a single plan or a series of interrelated plans that guide different aspects of project management.
Elements	**Performance Criteria**
1. Define GP promotion	1.1. Event information, scope, and objectives are analyzed to determine planning requirements.

	planning requirements	1.2. Requirements are identified for consultation and involvement of stakeholders in plan development.
		1.3. Internal and external factors are assessed for their impact on the event plan.
		1.4. The scope, nature, and format of event plans are determined.
2.	Develop GP promotion plans	2.1. Consultation with stakeholders is undertaken to facilitate input and effective GP promotion planning.
		2.2. Risk, regulatory, and sustainability issues are identified and incorporated into plans.
		2.3. Interrelationships among different GP promotion components and their planning impacts are maintained.
		2.4. Financial, human, and physical resource specifications are integrated.
		2.5. Systems and procedures are developed to support the planned GP promotion.
		2.6. Internal and external communication strategies are developed.
		2.7. GP promotion plans are confirmed by stakeholders.
		2.8. Evaluation criteria for GP promotion success are agreed upon.
		2.9. GP promotion plans clearly identifying priorities, timelines, and responsibilities are finalized.
3.	Monitor GP promotion plans	3.1. Activities are implemented and monitored according to agreed timelines.
		3.2. Support and assistance are provided to colleagues involved in implementing the plan.
		3.3. Implementation of integrated plans for multiple GP promotion components is monitored to ensure cohesive planning.
		3.4. The need for adjustments to plans, systems, and procedures is assessed and responded to.
		3.5. Progress and other reports are provided according to event requirements.
4.	Evaluate GP promotion and GP promotion plans	4.1. Feedback from stakeholders is obtained according to predetermined evaluation criteria.
		4.2. GP promotion for operational service efficiency, quality, and achievement of objectives is evaluated.
		4.3. The effectiveness of GP promotion plans in delivering outcomes and identifying deficiencies is reviewed and assessed.
		4.4. Information to enhance future GP promotion planning is used.

Evidence Guide

The evidence guide must be read in conjunction with the performance criteria, required skills and knowledge, and range statement.To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

o   Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills).

o   Produce clear, understandable written/verbal/visual communication.

o   Provide prompt responses to requests for information.

Critical Skills and Essential Knowledge

Critical skills and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

    Critical skills include the ability to:
- Develop and implement plans for multiple diverse projects involving:
  - dedicated event budgets
  - multiple operational components
  - a project operations team
  - a wide range of stakeholders
- Liaise with project stakeholders during the planning process
- Integrate knowledge of:
  - key planning concepts, techniques, and steps in the planning process
  - project plan formats and inclusions
  - project performance measurement systems
  - risk, regulatory, and sustainability issues associated with staging events and methods of managing them

Essential knowledge includes:
- Sources of information that inform project plan development
- Internal and external factors and their impacts on event plans
- Key project planning concepts
- Evaluation and performance measurement systems
- Sustainability considerations and ways of enhancing project sustainability

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

▪ Stakeholders may include	▪ Community agencies ▪ Customers or clients ▪ Project management committees ▪ External contractors ▪ Host organization ▪ Internal personnel ▪ Government departments or statutory authorities ▪ Local businesses ▪ Media ▪ Sponsors

▪ Internal and external factors may include	▪ Availability of external resources
	▪ Capacity of the organization to manage the event
	▪ Competing and complementary events
	▪ Economic climate
	▪ Sponsor requirements
	▪ Regulatory requirements:
	  o licensing
	  o safety
	  o security
	▪ Risk management
	▪ Sustainability considerations:
	  o environmental
	  o financial
	  o social
	▪ Venue capacity issues

▪ Systems and procedures may relate to	▪ Communication:
	  ○ lines of reporting
	  ○ meeting schedules
	  ○ protocols
	▪ Documentation
	▪ Management structures
	▪ Resources:
	  ○ financial
	  ○ human
	  ○ physical

▪ Evaluation criteria may relate to	▪ Communication ▪ Contingency management ▪ Operational efficiency ▪ Profitability ▪ Resource efficiency ▪ Success in meeting event objectives ▪ Stakeholder feedback

Unit title	Prepare Innovative Dissemination Materials Based on GP Themes
Unit number	**APO-GPS CSTD-013**
Unit descriptor	Dissemination materials are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by learners.
Elements	**PERFORMANCE CRITERIA**
1. Research and interpret innovative dissemination materials	1.1. The brief, focus, and type of dissemination materials are clarified with the client.
	1.2. The likely target audience, its learning needs, and the learning environment for the resources are researched.
	1.3. The characteristics of the end-users of the dissemination materials are identified.
	1.4. Existing information that may be relevant is gathered, collated, and analyzed.
	1.5. Ethical and legal considerations are identified and acted upon.
	1.6. A development work plan is developed and documented.
2. Design the dissemination materials and plan the contents	2.1. A range of design options is generated using a variety of principles and techniques.
	2.2. Time is taken to reflect on the designs, identifying the implications of each.
	2.3. The diversity of end-users and their learning styles are researched and embedded into the design specifications.
	2.4. An outline or prototype for the dissemination materials is developed and confirmed with the client.
	2.5. The content specifications of the learning products are analyzed and the proposed content is mapped out.
	2.6. The breadth and depth of the proposed content are determined in accordance with the design prototype, content specifications, and financial constraints.

	2.7.	Relevant personnel are identified to support the development phase, if needed.
3. Develop innovative program contents	3.1.	Innovative contents and content specification are developed in accordance with the agreed design.
	3.2.	Innovative modifications are made to the design and/or contents, where necessary, to address changes in project parameters.
	3.3.	Mechanisms for reviewing work in progress are established.
	3.4.	Text is clear, concise, grammatically correct, and appropriate for the intended audience.
	3.5.	Visual aids are relevant, instructive, and appropriate for the intended audience.
	3.6.	The resource is formatted using an appropriate innovative style guide.
4. Review dissemination materials prior to implementation	4.1.	Contents of the resources are checked to ensure the accuracy and relevance of information against content specifications.
	4.2.	Text, format, and visual design are checked for clarity and focus.
	4.3.	An external review is conducted using appropriate methods, and feedback is incorporated where relevant.
	4.4.	The final draft is reviewed against the brief and other relevant criteria to ensure that it meets all requirements prior to delivery to the client.
5. Evaluate the design and development process	5.1.	The design and development process is reviewed against appropriate evaluation criteria.
	5.2.	Time is taken to reflect and identify areas for improvement.
	5.3.	Identified improvements are documented for future projects.

Evidence Guide

To demonstrate competency in this unit, candidates must be able to provide evidence that they have designed and developed dissemination materials. The dissemination materials provided as evidence must: clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

Competency also requires demonstrated ability to research dissemination material requirements and contents, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate one's own work.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - review and analyze
  - demonstrate communication and interpersonal skills
  - demonstrate computer/technical skills
  - demonstrate literacy/writing skills
  - demonstrate good time management
  - develop a range of learning activities
  - conduct research
- Essential knowledge includes:
  - GP framework
  - GP methodology

	o GP techniques
	o Visual design principles/techniques
	o Research and evaluation techniques
	o Relevant GP policy, legislation, codes of practice, and national standards

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

The brief of the dissemination materials may include	o A client proposal
	o Identified gaps in the GP implementation project
	o An organizational need
Focus of the dissemination materials may include	o Complete GP project implementation
	o A GP implementation program
Types of dissemination materials may include	o User guides
	o Facilitator guides
	o Professional development materials
	o Other published, commercially available support
	o Competency standards as learning resources
	o Videos
	o CDs and audiotapes
	o References and texts
	o Manuals
	o Record/logbooks
	o Materials produced in languages other than English as appropriate to target group learners and the workplace
The dissemination materials	Are designed to enhance and support the effectiveness of the dissemination process. They provide guidance, materials, dissemination activities, and relevant information that addresses the dissemination outcomes to be achieved.
The likely target audience and learning environment must include	o Who the dissemination materials are for
	o What the dissemination materials are designed to do
	o How the dissemination materials will be used
	o Where the dissemination materials will be used
	o Possible media to be used
Research may include	o Interviews
	o Focus groups
	o Informal discussions
	o Literature reviews
	o Internet research
	o Evaluations of existing products
	o Questionnaires
	o Workshops
Characteristics of the end-users may include	o Level of prior experience/knowledge of content area
	o Skill/competency profile
	o Range of and response to previous learning experiences
	o Level of education
	o Socioeconomic background, age, and gender
	o Current work
	o Work culture
	o Cultural and ethnic background
	o English language, literacy, and numeracy needs

Existing information may include	o Industry/end-user needs
	o Industry best practices and culture
	o Existing dissemination materials
	o Modules
	o Workplace procedures, documentation, and requirements
	o Industry coverage
	o Roles and responsibilities of groups and individuals
	o Information from industry experts and advisers
Ethical and legal considerations may include	o Contract preparation
	o Meeting contractual requirements
	o Intellectual property rights
	o Regulatory requirements including OHS
	o Organizational requirements
	o Equity issues and needs
	o Potential legal consequences of false, misleading, or incorrect information
The development work plan may include	o Timelines and milestones to be achieved
	o Scheduled meetings and focus groups
	o Consultative processes
	o Handover requirements
	o Equipment and dissemination materials needed
	o Industry information/practices
	o Budget
	o Identification of risks/risk management strategies
	o Organization/industrial policies
	o Access to experts/advisers
Design options may include	o Use and extent of practical activity-based contents and passive contents (reading, interpreting, and absorbing information)
	o Use and extent of text-based and graphic information
	o Level of depth of text-based information and sophistication of language
	o Level of completeness in addressing the focus
	o Options for presenting text-based information, e.g., straight text, question-and-answer format, and case studies
	o Visual design
	o Sequencing of material
	o Sources of further information/reading
	o Style guides
	o Visual attractiveness
Principles and techniques may include	o Creative thinking
	o Visual/graphic design
	o Research and evaluation
Reflection may include	o Asking key questions
	o Discussing details with others
	o Standing back from work
	o Setting specified times for reflection
	o Reviewing personal skills
Learning styles may include	o Theoretical
	o Pragmatic
	o Active
	o Reflective

	o Kinesthetic o Auditory o Visual
The outline or prototype may include	o Mockups o Frameworks o Models o Format specifications
Content specifications may include	o Requirements of relevant competency standards/benchmarks o OHS requirements o Work practices and procedures o Culture and ethics of the learner/end-user environment o Organizational requirements o Copyright/intellectual property agreements/ acknowledgments
Relevant personnel may include	o Subject matter/technical experts o Industry experts o Colleagues o Users o Industry stakeholders o Specialist consultants, e.g., language, literacy, and numeracy specialists
Mechanisms may include	o Verbal or written communication with relevant personnel o Verbal or written communication with content experts o Project updates o Internal/external reviews of drafts
Style guides may include	o Fonts, typefaces, and point sizes o Line spacing o White space o Icons o Use of icons, photographs, illustrations, and diagrams o Signposting o Logos o DEST Style Guide o Client style guide
Methods may include	o Evaluation by experts o Pilot-test groups o Focus groups o Questionnaires o Checklists o Workshops o Telephone interviews
Evaluation criteria may include	o Meeting the brief o Client satisfaction o Timeliness o Cost o Design issues/modifications required o Blockages and responses o Team effectiveness/cohesion o Level of expertise required/available

Annex F: Guidelines for Process Skill Development for Green Productivity Specialists (Tier 2)

Unit title	**Conduct Applied Research on GP Development**
Unit number	**APO-GPS CSTD-014**
Unit descriptor	This unit deals with the skills, knowledge, and attitudes required to undertake applied research and analysis on GP development and contains employability skills.
Elements	**Performance Criteria**
1. Identify and undertake applied research	1.1. Information needs are defined based on work objectives and client and organizational requirements.
	1.2. Potential sources of information and the format in which they are presented are evaluated and selected in line with the purpose and audience for the research.
	1.3. Strategies are developed to acquire necessary information in accordance with GP legislation, policy, and procedures.
	1.4. Research is conducted in a timely, thorough manner within resource allocations.
	1.5. The quantity, quality, and relevance of initial research results are assessed and gaps filled using the same or adjusted strategies.
	1.6. The methods and outcomes of research as well as the criteria used to make information decisions and choices are clearly communicated.
2. Analyze information and apply the results of analysis	2.1. Information from various sources is examined, compared, and evaluated for content, structure, and logic.
	2.2. Analytical techniques and processes are selected in line with defined objectives.
	2.3. Information is collated, consolidated, and analyzed and outcomes are reported to senior staff in accordance with organizational policy and procedures.
	2.4. Facts, issues, patterns, interrelationships, and trends are identified through analysis in accordance with research aims.
	2.5. Agreed project timelines are met, and the defined standards of the organization are followed for all work.
3. Maintain information systems	3.1. Information systems are maintained, validated, and reconciled so that data and system integrity is ensured.
	3.2. A range of standard and complex information systems and applications is maintained in accordance with organizational standards.
	3.3. Information systems are reviewed and updated as necessary.
4. Compile reports from information systems	4.1. The findings from analyzing information are used to meet client/organizational needs and standards.
	4.2. The contents of reports are organized and presented in a manner appropriate to the purposes of the organization and audience.
	4.3. Reporting of results is sequenced logically, concisely, and clearly and includes predictions, assumptions, and constraints where relevant.

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills).
- Produce clear, understandable written/verbal/visual communication.
- Provide prompt responses to requests for information.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
    - Use GP tools
    - Access and use information ethically and legally
    - Perform statistical analysis
    - Use critical analysis techniques
    - Present information in a variety of ways such as report format, numerically, in tables, with graphs, and spatially
    - Apply problem-solving and refer problems as required
- Essential knowledge includes:
    - Legislation, policies, procedures, and guidelines relating to information handling in GP plan development
    - Data collection and management procedures
    - Organizational information handling and storage procedures
    - Cultural aspects and meaning of information
    - Economic, legal, and social issues associated with the use of information
    - Databases and data storage systems
    - Equal employment opportunity, equity, and diversity principles

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

- Sources of information may include	o APO sources o Organizational materials o Client information o Market trends o Library resources o Statistical information o Legislation o Policies
- Information formats may include	o Multimedia o Databases o Websites o Datasets o Audiovisual o Printed/word-processed documents o Books o Gazettes and other publications o Reports

	o	Pivotal tables
▪ Strategies may include	o	Research plans
	o	Search strategies tailored to the information retrieval system selected using:
		▪ key concepts and terms
		▪ classification schemes
		▪ search engines
		▪ analysis systems
		▪ data warehouse systems
		▪ internal organizers such as indexes in books
▪ Legislation, policy, and procedures may include	o	APO policies, standards, and guidelines especially relating to GP
	o	Government policy
	o	National standards
	o	Organizational policies and practices
	o	Organizational codes of conduct
	o	Internet etiquette (netiquette)
▪ Evaluation of content may include	o	Reliability
	o	Validity
	o	Accuracy
	o	Authority
	o	Currency
	o	Point of view
	o	Bias
	o	Prejudice
	o	Deception
	o	Manipulation
	o	Supporting arguments
	o	Contradictions
	o	Different viewpoints
	o	Cultural, physical, or other contexts in which the information was created
	o	Impact of context on interpretation
	o	Comparison of new with prior knowledge
	o	Whether information contradicts or verifies information from other sources
▪ Analysis may include	o	Statistical methods
	o	Mathematical calculations
	o	Critical analysis
	o	Problem-solving
	o	Forecasting
▪ Information systems may include	o	Computers and networks
	o	Communication channels
	o	Record management guidelines
	o	Data
	o	Procedures
	o	Protocols
	o	Legislation, guidelines, and awards
	o	Organizational, legal, and policy materials
	o	Client information
	o	Market trends
	o	Registries and file records

	o Library systems
	o Financial records
	o Basic statistical information
	o Personnel records

Unit title	Develop GP Policy for Organizations
Unit number	**APO-GPS CSTD-015**
Unit descriptor	This unit deals with the skills, knowledge, and attitudes required to develop GP policy for organizations and includes employability skills. It also covers anticipating and confirming the need for GP policy development or review; planning the policy development process; gathering and analyzing information; determining GP policy direction; and drafting, releasing, and promoting GP policy.
Elements	**Performance Criteria**
1. Anticipate and confirm the need for GP policy development or review	1.1. Internal and external factors, issues, events, directions, or board/executive policies likely to cause changes in the organizational GP policy are identified.
	1.2. Likely implications and impacts of these factors are discussed with stakeholders.
	1.3. Critical analysis of the need for new or revised policy in the changing internal/external environment is performed.
	1.4. Priority areas are recommended for GP policy development in accordance with organizational procedures.
2. Plan the GP policy development process	2.1. Risks of issues likely to impact the GP policy development process are identified and analyzed.
	2.2. GP policy requirements are outlined in a policy development plan in accordance with organizational procedures.
3. Gather and analyze information for policy development	3.1. A representative group of stakeholders is identified and engaged in a GP policy network.
	3.2. Information required is analyzed and applied to support the policy development process.
	3.3. An analytical framework for the development of the policy is determine and applied.
4. Determine GP policy direction	4.1. A range of GP policy options and assessment criteria is developed and communicated to enable effective evaluation.
	4.2. Specific policy options are promoted where appropriate.
	4.3. Preferred policy and risk management options are recommended in the policy development plan.
	4.4. Approvals/endorsements are obtained for the policy development plan following organizational procedures.
5. Draft GP policy	5.1. A GP policy is drafted within an iterative process of consultation, feedback, identification of changes, and redrafting.

		5.2.	Risk management processes are implemented to ensure progress and achievement of milestones within the time frame.
		5.3.	An implementation plan is included in the policy detailing responsibilities for implementation and strategies for transition, change management, initial and ongoing training, and maintenance of the policy.
		5.4.	Mechanisms for monitoring policy compliance with quality assurance and evaluation are included.
		5.5.	The GP policy is developed in accordance with organizational requirements for style, format, and contents.
6.	Release and promote GP policy	6.1.	The policy is approved and released via organizational channels and to critical stakeholders.
		6.2.	All stakeholders, particularly those responsible for implementation, are fully informed of the details of the new or revised policy.
		6.3.	Stakeholders manage any questions or disagreements on the policy development plan.
		6.4.	The GP policy is released and promoted in accordance with organizational requirements.

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

▪ Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills).
▪ Produce clear, understandable written/verbal/visual communication.
▪ Provide prompt responses to requests for information.

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

▪ Critical skills include the ability to:

  o Read and evaluate complex formal documents such as GP policy and legislation
  o Research, analyze, and present information
  o Prepare written reports requiring precision of expression and language and structures suited to the intended audience
  o Work as a member of a team to consult on and validate GP policy
  o Adjust communication to suit different audiences
  o Respond to diversity, including gender and disability
  o Deal with different points of view and dissenting stakeholders
  o Access policies and legislation electronically or in hard copy
  o Identify and address the GP, environmental, sustainability, and OHS implications of policy under development

▪ Essential knowledge includes:

  o Legislation, policies, procedures, and guidelines relating to information handling in GP policy development
  o Policy cycles and how they affect stakeholders
  o Analytical policy development frameworks

	o Current policies underpinning the work area o Organizational and governmental GP procedures and protocols o Equal employment opportunity, equity, and diversity principles o GP, environmental, sustainability, and OHS implications of the policy under development

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

Internal and external factors may include	o Internal:
	  ▪ restructuring
	  ▪ new service models
	  ▪ amalgamation with other departments/agencies
	  ▪ new work practices
	o External:
	  ▪ legislative changes
	  ▪ changing social trends
	  ▪ economic/technological changes

Events may include	o Restructuring o Amalgamation o Changes in legal risks o Changes in strategic directions o Changes in legislation and government policies o Pilot tests or trials of policy

Organizational policy may include	o Any aspect of an organization's business such as policies relating to:
	  ▪ core business
	  ▪ client services
	  ▪ business structure
	  ▪ human resources
	  ▪ administration
	  ▪ financial management
	  ▪ work practices
	  ▪ training
	  ▪ information technology
	  ▪ technical/professional requirements
	  ▪ legal requirements
	  ▪ environmental and sustainability practices

Stakeholders may include	o Individuals and groups inside and outside the organization who have direct interest in the organization's conduct, actions, products, and services, including:
	  ▪ employees at all levels
	  ▪ public-sector organizations
	  ▪ private-sector organizations
	  ▪ NGOs
	  ▪ Other jurisdictions
	  ▪ Unions and association representatives
	  ▪ Boards of management
	  ▪ Government
	  ▪ Ministers
	  ▪ Clients
	  ▪ The public
	  ▪ Special interest groups

Approving authorities may include	o CEOs o Delegated officers such as policy managers o Senior managers o Board of management o Managing directors
Issues may include	o Political sensitivities o Social and cultural sensitivities/factors o Equity in service delivery and employment practices o Resource implications (of policy implementation) o Technological influences/implications o Jurisdictional boundaries/crossovers o "Sunken cost" restrictions o Nonconsenting stakeholders at the final stage of the policy development process o Existing awards or agreements affecting staff, including enterprise bargaining agreements
Policy requirements may be defined in terms of	o Context o Rationale o Issues to be addressed o Expected outcomes o Time frame o Research methods o Resource requirements for development o Key stakeholders o Communication strategy o Feedback mechanisms for review o Milestones o Precedents o Risk analysis o Possible complications o Success measures o Impact on equity o Possible resource implications during implementation
Policy development plans may include	o Policy objectives/outcomes o Timelines o Methodology, i.e., a cyclical process of consultation, feedback, identification of changes, and redrafting o Stakeholders o Risks/risk management o Performance criteria for review and evaluation o Dissemination and promotion activities o Implementation issues
Establishment and maintenance of a policy network may include	o Communication and information strategy to receive required ranges of opinions o Range of communication channels for providing information o Range of input strategies for obtaining information
Information gathering may include	o Consulting with stakeholders, including specialists on relevant issues o Focus groups o Developments in other public- or private-sector organizations o Evaluation of similar policies o Benchmarking against other organizations/work functions

	o Accessing information in current and closed files
	o Surveys
	o Literature reviews
	o Internet research
Analytical frameworks may include	o Logical/rational (including best practices)
	o Incremental
	o Radical transformation
Criteria for choice of preferred policy options may include	o Likely effectiveness in terms of:
	▪ meeting policy objectives
	▪ minimizing risks
	▪ impact on day-to-day implementation throughout the organization
	▪ practicality in daily operations
	▪ competing priorities in the workplace
	▪ constraints
	▪ structure and culture of the organization
	▪ implementation time frame and costs (including infrastructure)
	▪ interaction with other policies (existing or being developed)
	▪ consistency with broader government agendas
Organizational requirements for style, format, and contents may require policies to be	o Forward-looking
	o Outward-looking
	o Principle-based
	o Innovative, creative, flexible
	o Evidence-based
	o Inclusive
	o Consistent
	o Self-contained, with adequate coverage of the subject
	o Accessible to the intended audience/understandable to all users
	o Gender-neutral and written in nondiscriminatory language
	o Version-controlled to support evaluation and revision
Outcomes of the policy development process may include	o Nature of the policy change
	o Outcomes expected by stakeholders
	o Issues
	o Expected costs
	o Timelines
	o Contextual factors (including any impact on other related policies)
Promotion of policy may include	o Formal launch
	o Information sessions
	o Presentations
	o Ongoing advice
	o Intranet posts
	o Website reports
	o Advertising where policy is located and how to access it

Unit title	Develop Public Policy on GP
Unit number	APO-GPS CSTD-016
Unit descriptor	This unit deals with the skills, knowledge, and attitudes required to develop GP public policy and includes employability skills. It includes anticipating and

Elements	Performance Criteria
	confirming the need for GP public policy development or review; planning the GP policy development process; gathering and analyzing information; determining GP policy directions; and drafting, gaining agreement for, and disseminating GP public policy.
1. Anticipate and confirm the need for GP public policy development or review	1.1. Events, issues, or government policies likely to cause changes in public policy are identified.
	1.2. The likely implications and impact of these factors that might require public policy development are identified and prioritized in consultation with stakeholders.
	1.3. Critical analysis of the need for new or revised public policy is conducted, including a scan of both internal and external environments, checking related policies for context, and identifying other public policies likely to be impacted.
	1.4. Priority areas for GP public policy development/review are recommended in accordance with government directions.
	1.5. Confirmation of the need for GP public policy development/review and supporting evidence are detailed in accordance with policy and procedures.
2. Plan public policy development process	2.1. The approving authority is confirmed and procedures and protocols for GP public policy development are confirmed and applied.
	2.2. Issues likely to impact the policy development process are identified, analyzed in terms of risk, and addressed in policy development planning.
	2.3. Public policy requirements are outlined in a policy development plan in accordance with organizational procedures.
3. Gather and analyze information for public GP policy development	3.1. Stakeholders are identified and engaged through the establishment and maintenance of a public policy network.
	3.2. Information required to support the policy development process is gathered, analyzed, and interpreted.
	3.3. An analytical framework for the development of public policy is determined and applied.
4. Determine GP public policy direction	4.1. Strategic input is obtained from high-level staff in accordance with organizational/public-sector protocols.
	4.2. A range of policy options and criteria for choice are developed and communicated in a timely, understandable way to those responsible for selecting the policy direction.
	4.3. Where appropriate, specific policy options are promoted among key individuals, organizations, and groups.

		4.4.	A preferred public policy option is identified and risk management processes are determined in accordance with the policy development plan.
		4.5.	Approvals/endorsements are obtained in accordance with the policy development plan and public-sector procedures and protocols.
5. Draft GP public policy		5.1.	Public policy is drafted using a cyclical process of consultation, feedback, identification of changes, and redrafting in accordance with the policy development plan.
		5.2.	Risk management processes are implemented in accordance with the policy development plan to ensure progress and achievement of milestones in the time frame.
		5.3.	An implementation plan detailing responsibilities for implementation and strategies for transition, change management, initial and ongoing training, and maintenance of the policy is drafted.
		5.4.	Mechanisms for monitoring compliance with the policy, quality assurance, and evaluation are included in the policy.
		5.5.	The policy is developed in accordance with organizational requirements for style, format, and contents.
6. Release and promote the GP public policy		6.1.	Public policy is cleared through required channels, and agreement of critical stakeholders is obtained in accordance with the policy development plan.
		6.2.	All stakeholders, particularly those responsible for implementing the new or revised policy, are fully informed of the outcomes, and questions/issues raised by stakeholders are managed in accordance with the policy development plan.
		6.3.	The policy is released and promoted in accordance with government requirements.
		6.4.	Advice is provided to those affected by policy changes in accordance with organizational policy and procedures.

Evidence Guide

To demonstrate competency, the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- Demonstrate all of the elements and performance criteria in this unit, within 5 dimensions of competencies (task skills, task management skills, contingency skills, job/role environment skills, and transfer skills).
- Produce clear, understandable written/verbal/visual communication.
- Provide prompt responses to requests for information.
- Have access to:

  o Public-sector policy and legislation
  o Public-sector standards, procedures, and protocols
  o Policy development guidelines

Critical Skills and Essential Knowledge

Critical aspects and essential knowledge for assessment and evidence are required to demonstrate competency in this unit.

- Critical skills include the ability to:
  - Read and evaluate complex formal GP documents
  - Research, analyze, and present information
  - Prepare written reports requiring precision of expression and language and structures suited to the intended audience
  - Work as a member of an interagency team to consult on and validate policy
  - Adjust communication to suit different audiences
  - Respond to diversity, including gender and disability
  - Deal with different points of view and dissenting stakeholders
  - Access policies and legislation electronically or in hard copy
  - Identify and address the environmental, sustainability, and OHS implications of policy being developed

- Essential knowledge includes:
  - GP policy development processes and practices in the public sector
  - Current policies underpinning the work area
  - Government procedures and protocols
  - Public-sector codes of ethics and codes of conduct
  - Principles of community engagement in policy development
  - Equal employment opportunity, equity, and diversity principles
  - Environmental, sustainability, and OHS implications of policy being developed

Range Statement

The range statement relates to the unit of competency as a whole, allowing for different work environments and situations that may affect performance.

Events may include	- Machinery of government changes - Shifts to designing policy around a set of government priorities instead of organizational structures/individual agencies - A focus on whole-of-government policies - Changes in legal risks - Emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government - National or international events such as: - changes in government - changes in government policy - changes in strategic directions - changes in legislation - changes in the policies of other governments - changing social trends - economic/technological changes
Public policy may include	- Ongoing policy formulation to meet the immediate needs of government - Evidence-based policy - Policy focused on the medium to long term - Any aspect of life or public-sector services or practices for which government considers policy development is required

Stakeholders may include	o All individuals and groups both inside and outside the government that have direct interest in government conduct, actions, products, and services, including:
	  ▪ employees at all levels of the public sector
	  ▪ government
	  ▪ ministers
	  ▪ clients
	  ▪ the public
	  ▪ other public-sector organizations
	  ▪ other jurisdictions
	  ▪ union and association representatives
	  ▪ boards of management
	  ▪ international governments
	  ▪ international bodies
	  ▪ community groups
	  ▪ NGOs
	  ▪ special interest groups
	  ▪ key individuals of influence

Approving authorities may include	o CEOs o Delegated officers, such as policy managers o Senior managers o Board of management o Managing directors
Issues may include	o Political sensitivities o Social and cultural sensitivities/factors o Resource implications of policy implementation o Technological influences/implications o Jurisdictional issues o "Sunken cost" restrictions o Nonconsenting stakeholders in the final policy development process o Refusal to be involved or blocking or hampering the policy development process
Policy requirements may be defined in terms of	o Context o Rationale o Issues to be addressed o Expected outcomes o Time frame o Business/government cycles o Research methods o Resource requirements for development o Key stakeholders o Communication strategy o Feedback mechanisms for review o Milestones o Precedents o Risk analysis o Possible complications o Success measures/learning from failure or previous problems

	○ Possible resource implications for implementation
Information gathering may include	○ Stakeholder consultation ○ Developments across the public sector or in private-sector organizations ○ Evaluation of similar policies ○ Benchmarking (including internationally) ○ Current and closed files ○ Surveys ○ Literature reviews ○ Internet research ○ Comparisons with approaches in other countries
Analytical frameworks may include	○ Logical/rational (including best practices) ○ Incremental ○ Radical transformation
Criteria for choice of preferred policy options may include	○ Likely effectiveness ○ Implementation time frame and costs (including infrastructure) ○ Interaction with other policies (existing or being developed) ○ Consistency with broader government and community agendas
Organizational requirements for style, format, and contents may require policies to be	○ Forward-looking ○ Outward-looking ○ Principle-based ○ Innovative, creative, and flexible ○ Evidence-based ○ Inclusive ○ Consistent ○ Self-contained, with adequate coverage of the subject ○ Accessible to the intended audience and understandable to all users ○ Gender-neutral and written in nondiscriminatory language
Outcomes of the policy development process may include	○ Nature of the policy change ○ Outcomes expected by stakeholders ○ Issues ○ Expected costs ○ Timelines ○ Contextual factors (including any impact on other related policies)
Promotion of policy may include	○ Formal launch ○ National campaigns ○ Information sessions ○ Presentations ○ Media campaigns ○ Ongoing advice

Annex G: Certification Logos

Certified persons are entitled to use the APO Certification of Persons logos specific to their level of certification. The APO Certification of Persons logos feature the APO-AB symbol that shows the common APO element of a gear and grains on a stalk with a checkmark at the center. Part of the checkmark is a combination of dots, indicating the focus on the digital economy. The surrounding slashed circle represents the solid foundation of APO-certified persons in term of continuous improvement, future orientation, digitization, and the plan-do-check-act cycle, while encompassing the domain expertise, process skills, and competency that APO-certified persons must demonstrate. The use of the logo is subject to the terms and conditions stipulated by CBs and the APO-AB.

As shown in the table below, the series of Certified Green Productivity Specialist logos features a gradual transition of the typography, i.e., a transition of font types and sizes. This gradual transition also reflects the transformation and evolution of productivity specialists.

The logos indicate that the Certification of Green Productivity Specialists is one of the schemes developed under the APO Accreditation Program.

Level of Certification	Logo
Green Productivity Specialist	APO CERTIFIED GREEN PRODUCTIVITY SPECIALIST
Master Green Productivity Specialist	APO CERTIFIED GREEN PRODUCTIVITY SPECIALIST MASTER

Annex H: Document Issue and Development of the Scheme

This Certification Scheme was approved by the Asian Productivity Organization Accreditation Body Council on 18 October 2019.

First edition: 18 October 2019
Second edition: __ November 2023

The Technical Working Group on the Development of Green Productivity Specialists Certification Scheme was appointed by the Asian Productivity Organization Accreditation Body Council and consists of the following members:

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