FPI05
Forest and Forest Products Training Package

Volume VIII of VIII

Imported Units of Competency

This document contains part of the endorsed components of the Training Package

To be reviewed by TBA
Endorsed TBA
FPI05 Forest and Forest Products Training Package

This is Volume VIII of an 8-volume package

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Volume IV of VIII Harvesting and Haulage Units of Competency
Volume V of VIII Sawmilling and Processing Units of Competency
Volume VI of VIII Wood Panel Products Units of Competency
Volume VII of VIII Timber Manufactured Products and Timber Merchandising Units of Competency
Preliminary Information

Important Note to Users

Training Packages are not static documents, they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact the Australian Government Department of Education, Science and Training (www.dest.gov.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package’s national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

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How is this Training Package different?

FPI05 is an overall improvement on the previous FPI99 Training Package as it:

- offers a new qualifications framework which directly relates to the Australian Qualifications Framework, enhances usability, choice and flexibility for enterprises and individuals
- is more user-friendly for enterprises, particularly SMEs
- provides a sound balance between core and elective competencies across the technical and integrated processes
- includes a range of new and revised competencies that are flexible enough to be customised to an enterprise’s specific operations and needs
- encapsulates the need of enterprises to have a selection of competencies across core, generic and technical areas, in a single qualification
- addresses the need for formal qualifications in the trades of Sawdoctoring and Woodmachining
- provides learning and articulated pathways for the attainment of competencies and ultimately, qualifications
- maintains the integrity of each qualification through the application of the qualification rules
- accommodates the evolving and emerging needs of a diverse and changing industry.
### Summary of AQF Qualifications in FPI05

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<tr>
<td>FPI10105</td>
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<td>Certificate II in Wood Panel Products</td>
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### Summary of Units of Competency in FPI05 and their Pre-requisite Requirements

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<tr>
<td>FPICOR2201A</td>
<td>Work effectively in the forest and forest products industry</td>
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<td>FPICOR2202A</td>
<td>Communicate and interact effectively in the workplace</td>
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<td>FPICOR2203A</td>
<td>Follow environmental care procedures</td>
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<td>Follow fire prevention procedures</td>
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<td>Follow OHS policies and procedures</td>
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<td>FPICOR2206A</td>
<td>Apply basic first aid</td>
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<td>Implement SHE policies and procedures</td>
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<td>FPICOR3202A</td>
<td>Conduct quality and product care procedures</td>
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<td>Monitor SHE policies and procedures</td>
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<td>Monitor and review forestry operations</td>
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<td>Maintain chainsaws</td>
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<td>Tail out materials</td>
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<td>Cross cut materials with fixed saw</td>
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<td>Use hand-held tools</td>
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<td>Produce laminated beams</td>
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<td>Segregate and sort logs</td>
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<td>Chip or flake wood</td>
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<td>Debark logs mechanically</td>
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<td>Dock material to length</td>
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<td>Assemble products</td>
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<td>Hand sharpen knives and blades</td>
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<td>Quote and interpret from manufactured timber product plans</td>
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<td>Produce standard truss or frame plans and details using computers</td>
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<tr>
<td>FPIHAR2201A</td>
<td>Trim and cross cut harvested trees</td>
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<tr>
<td>FPIHAR2202A</td>
<td>Harvest trees manually (basic)</td>
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<td>FPIHAR2203A</td>
<td>Hook up felled logs using cables (choker)</td>
<td>Nil</td>
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<td>FPIHAR2204A</td>
<td>Perform landing duties (chaser)</td>
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<tr>
<td>FPIHAR2205A</td>
<td>Conduct mobile splitting operations</td>
<td>Nil</td>
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<td>FPIHAR2206A</td>
<td>Operate a mobile chipper/mulcher</td>
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<td>FPIHAR3201A</td>
<td>Monitor log recovery (rigging slinger)</td>
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<tr>
<td>FPIHAR3202A</td>
<td>Harvest trees manually (intermediate)</td>
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<td>FPIHAR3203A</td>
<td>Conduct crawler operations</td>
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<td>FPIHAR3204A</td>
<td>Conduct skidder operations</td>
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<td>FPIHAR3205A</td>
<td>Conduct loader operations</td>
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<td>FPIHAR3206A</td>
<td>Conduct forwarder operations</td>
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<td>FPIHAR3207A</td>
<td>Conduct feller buncher operations</td>
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<td>FPIHAR3208A</td>
<td>Conduct boom delimber operations</td>
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<td>FPIHAR3209A</td>
<td>Conduct excavator operations with grabs</td>
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<td>FPIHAR3210A</td>
<td>Conduct mechanical processor operations</td>
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<td>FPIHAR3211A</td>
<td>Operate yarder</td>
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<td>FPIHAR3212A</td>
<td>Harvest trees manually (advanced)</td>
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<td>Conduct mechanically assisted tree falling operations</td>
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<td>Apply tree jacking techniques</td>
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<td>Coordinate log recovery (hook tender)</td>
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<td>Design log landings and snig tracks</td>
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<td>Plan and coordinate fire salvage operations</td>
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<td>FPIHAR4205A</td>
<td>Implement harvesting plans</td>
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<td>Design harvesting plans</td>
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<td>Grade round poles and debarked logs</td>
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<td>FPISAW2202A</td>
<td>Sort boards manually</td>
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<td>FPISAW2203A</td>
<td>Sort boards mechanically</td>
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<td>FPISAW2204A</td>
<td>Dock boards with mechanical feed</td>
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<td>Assemble materials using nail plates</td>
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<td>Round softwood logs</td>
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<td>FPISAW2208A</td>
<td>Split wood products</td>
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<td>Dismantle, transport and assemble hand portable sawmill</td>
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<td>Treat timber</td>
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<td>Produce sawn green boards</td>
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<td>Dry hardwood</td>
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<td>Dry softwood</td>
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<td>Sharpen band saws</td>
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<td>Sharpen circular saws</td>
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<td>Align sawing production systems</td>
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<td>File and set saws</td>
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<td>Recondition guides</td>
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<td>Sharpen tipped circular saws</td>
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<td>Level and tension circular saws</td>
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<td>Join band saw blades</td>
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<td>Screen wood chips</td>
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<td>Transfer wood chips</td>
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<td>Hard face saw teeth</td>
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<td>Replace tungsten tips</td>
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<td>Maintain wide band saw blades</td>
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<td>Profile saw blanks</td>
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<td>Recondition band mill wheels</td>
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<td>Assess wood chips</td>
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<td>Maintain frame saw blades</td>
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<td>Saw logs using CNC optimising systems</td>
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<td>Select and saw logs in multi-species operations</td>
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<td>Select blades for sawing procedures</td>
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<td>Coordinate timber drying operations</td>
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<td>Cut panels</td>
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<td>Surface treat raw board</td>
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<td>Repair veneer and ply</td>
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<td>Repair veneer mechanically</td>
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<td>Prepare chip or fibre blends</td>
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<td>Prepare veneer for ply</td>
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<td>FPIWPP2207A</td>
<td>Scarf edges of veneer</td>
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<td>Cut veneer</td>
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<td>FPIWPP2209A</td>
<td>Saw products from continuous ply</td>
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<td>FPIWPP2210A</td>
<td>Cut panels to profile</td>
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<td>FPIWPP2211A</td>
<td>Move material by transfer equipment</td>
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<td>Produce veneer from debarked logs</td>
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<td>Paint panels</td>
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<td>Produce fibre from chips</td>
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<td>Form board</td>
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<td>Match and join veneer</td>
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<td>Laminate and veneer board surfaces</td>
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<td>Clip veneer</td>
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<td>Punch peg holes in panels</td>
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<td>Heat treat material</td>
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<td>Press material using the daylight process</td>
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<td>Process production effluent</td>
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<td>Coordinate machining of panels</td>
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<td>FPIWPP3219A</td>
<td>Blend and test binding mixes</td>
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<td>Plan and coordinate panel painting</td>
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<td>Trim new panels to size</td>
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<td>Press laminated ply</td>
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<td>Immunise veneer</td>
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<td>Profile sand products</td>
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<td>Produce profile sanding shoes and wheels</td>
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<td>Vacuum paint</td>
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<td>Classify flake</td>
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<td>Produce decorative veneers</td>
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<td>FPIWPP3231A</td>
<td>Produce veneer from prepared flitches</td>
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<td>Plan and coordinate panel production</td>
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<td>FPIWPP4202A</td>
<td>Perform laboratory testing</td>
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<td>FPITMM2201A</td>
<td>Cut material to length and angles</td>
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<td>FPITMM2202A</td>
<td>Machine material</td>
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<td>FPITMM3201A</td>
<td>Convert timber</td>
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<td>FPITMM3202A</td>
<td>Manufacture using joinery machines</td>
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<td>FPITMM3203A</td>
<td>Estimate and cost job</td>
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<td>FPITMM4201A</td>
<td>Construct prototypes and samples</td>
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<td>FPITMM4202A</td>
<td>Diagnose and calculate production costs</td>
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<td>Install and commission CNC software</td>
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<td>Sample and test products to specifications</td>
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<td>FPITMM5201A</td>
<td>Assess product feasibility of designs</td>
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<td>FPITMM5202A</td>
<td>Develop, trial and evaluate prototypes</td>
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<td>FPITMM5203A</td>
<td>Generate and transfer complex computer-aided drawings and specifications</td>
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<td>Manage product design</td>
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<td>FPITMM5205A</td>
<td>Optimise CNC operations</td>
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<tr>
<td>FPITMM5206A</td>
<td>Plan production</td>
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## Imported Units of Competency in FPI05 and their Pre or Co-requisite Requirements

Note: the following imported units can be accessed through the National Training Information Service website www.ntis.gov.au

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
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<tbody>
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<td>BCCCM2013B</td>
<td>Control traffic with a stop-slow bat</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<tr>
<td>BCCPO3001B</td>
<td>Conduct backhoe/loader operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<td>BCCPO3002B</td>
<td>Conduct dozer operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<tr>
<td>BCCPO3003B</td>
<td>Conduct excavator operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<td>BCCPO3004B</td>
<td>Conduct wheeled front end loader operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<td>BCCPO3005B</td>
<td>Conduct tracked front end loader operations</td>
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<td>BCCPO3006B</td>
<td>Conduct grader operations</td>
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<td>BCCPO3008B</td>
<td>Conduct skid steer loader operations</td>
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<td>BCCPO3011B</td>
<td>Conduct tractor operations</td>
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<td>BCCPO3012B</td>
<td>Conduct tip truck operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<td>BCCPO3013B</td>
<td>Conduct roller operations</td>
<td>BCCCM1001B - Follow OH&amp;S policies and procedures</td>
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<tr>
<td>BCCPO3020B</td>
<td>Load and unload plant</td>
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### BCG03 General Construction

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<td>BCGCM3002B</td>
<td>Operate a truck mounted loading crane</td>
<td>BCGCM1001B - Follow OH&amp;S policies and procedures</td>
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### BSB01 Business Services

<table>
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<td>BSBCM205A</td>
<td>Use business technology</td>
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<tr>
<td>BSBCM206A</td>
<td>Process and maintain workplace information</td>
<td>Nil</td>
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<tr>
<td>BSBCM213A</td>
<td>Produce simple word processed documents</td>
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<tr>
<td>BSBCM305A</td>
<td>Organise workplace information</td>
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<tr>
<td>BSBCM306A</td>
<td>Produce business documents</td>
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<td>BSBCM307A</td>
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<td>BSBCM310A</td>
<td>Deliver and monitor a service to customers</td>
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<tr>
<td>BSBCM316A</td>
<td>Process customer complaints</td>
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<tr>
<td>BSBCM319A</td>
<td>Apply advanced first aid</td>
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<tr>
<td>BSBCM402A</td>
<td>Develop work priorities</td>
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<tr>
<td>BSBCM404A</td>
<td>Develop teams and individuals</td>
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<td>BSBCM405A</td>
<td>Analyse and present research information</td>
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<td>BSBCM406A</td>
<td>Maintain business technology</td>
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<td>BSBCM410A</td>
<td>Coordinate implementation of customer service strategies</td>
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<td>BSBCM415A</td>
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<tr>
<td>BSBCM420A</td>
<td>Write complex documents</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM303B</td>
<td>Contribute to effective workplace relationships</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM305B</td>
<td>Support operational plan</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM312A</td>
<td>Contribute to team effectiveness</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM403B</td>
<td>Implement effective workplace relationships</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM405B</td>
<td>Implement operational plan</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM406B</td>
<td>Implement workplace information systems</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM409B</td>
<td>Implement continuous improvement</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM412A</td>
<td>Promote team effectiveness</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM501B</td>
<td>Manage personal work priorities and professional development</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### BSB01 Business Services

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM503B</td>
<td>Manage effective workplace relationships</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM505B</td>
<td>Manage operational plan</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM506B</td>
<td>Manage workplace information systems</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM507B</td>
<td>Manage quality customer service</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM509B</td>
<td>Facilitate continuous improvement</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM510B</td>
<td>Facilitate and capitalise on change and innovation</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM511B</td>
<td>Develop a workplace learning environment</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM512A</td>
<td>Ensure team effectiveness</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM513A</td>
<td>Manage budgets and financial plans within the work team</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBFLM514A</td>
<td>Manage people</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBMGMT507A</td>
<td>Manage environmental performance</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBMGTM508A</td>
<td>Manage risk management systems</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBOHS504A</td>
<td>Apply principles of OHS risk management</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBPMN408A</td>
<td>Apply contract and procurement techniques</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBSBM404A</td>
<td>Undertake business planning</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBSBM406A</td>
<td>Manage finances</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBUN506A</td>
<td>Coordinate research and analysis</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### ICA99 Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
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</thead>
<tbody>
<tr>
<td>ICAITU126B</td>
<td>Use advanced features of computer applications</td>
<td>Nil</td>
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</table>

### LGA04 Local Government

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGACOM401A</td>
<td>Administer contracts</td>
<td>Nil</td>
</tr>
<tr>
<td>LGACOM409A</td>
<td>Prepare tender documentation</td>
<td>Nil</td>
</tr>
<tr>
<td>LGACOM502B</td>
<td>Devise and conduct community consultations</td>
<td>Nil</td>
</tr>
<tr>
<td>LGAEHRR504B</td>
<td>Implement public education programs to improve community compliance</td>
<td>Nil</td>
</tr>
<tr>
<td>LGAPLEM404A</td>
<td>Prepare and present geographic information systems data</td>
<td>Nil</td>
</tr>
<tr>
<td>LGAPLEM612B</td>
<td>Protect heritage and cultural assets</td>
<td>Nil</td>
</tr>
<tr>
<td>LGAWORK212A</td>
<td>Perform field support duties in a roadwork environment</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### LMF02 Furnishing Industry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMGFFG2008A</td>
<td>Glaze residential windows and doors</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### MCM04 Competitive Manufacturing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCMC410A</td>
<td>Lead change in a manufacturing environment</td>
<td>Nil</td>
</tr>
<tr>
<td>MCMS200A</td>
<td>Apply competitive manufacturing practices</td>
<td>Nil</td>
</tr>
<tr>
<td>MCMS400A</td>
<td>Implement a competitive manufacturing system</td>
<td>Nil</td>
</tr>
<tr>
<td>MCMS600A</td>
<td>Develop a competitive manufacturing system</td>
<td>Nil</td>
</tr>
<tr>
<td>MCMS603A</td>
<td>Develop manufacturing related business plans</td>
<td>Nil</td>
</tr>
<tr>
<td>MCMT460A</td>
<td>Facilitate the use of planning software systems in manufacturing</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### MEM98 Metal and Engineering Industry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM5.4AB</td>
<td>Perform routine oxyacetylene welding</td>
<td>Nil</td>
</tr>
<tr>
<td>MEM5.49AB</td>
<td>Perform routine gas tungsten arc welding</td>
<td>Nil</td>
</tr>
<tr>
<td>MEM5.50AA</td>
<td>Perform routine gas metal arc welding</td>
<td>Nil</td>
</tr>
<tr>
<td>MEM5.6AA</td>
<td>Perform brazing and/or silver soldering</td>
<td>Nil</td>
</tr>
<tr>
<td>MEM7.10AA</td>
<td>Perform tool and cutter grinding operations</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### PRS03 Asset Security

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRSS0309A</td>
<td>Maintain security of environment</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### PUA00 Public Safety

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUACOM012A</td>
<td>Liaise with media at a local level</td>
<td>Nil</td>
</tr>
<tr>
<td>PUAEQU001A</td>
<td>Prepare, maintain and test response equipment</td>
<td>PUAFIR201A Prevent injury (Fire Specific)</td>
</tr>
<tr>
<td>PUAFIR201A</td>
<td>Prevent injury</td>
<td>Nil</td>
</tr>
<tr>
<td>PUAFIR204A</td>
<td>Respond to wildfire</td>
<td>PUAFIR201A Prevent injury (Fire Specific)</td>
</tr>
<tr>
<td>PUAFIR209A</td>
<td>Work safely around aircraft</td>
<td>Nil</td>
</tr>
<tr>
<td>PUAFIR303A</td>
<td>Suppress wild fire</td>
<td>PUAFIR204A Respond to wildfire</td>
</tr>
</tbody>
</table>
## PUA00 Public Safety

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAFIR309A</td>
<td>Operate pumps</td>
<td>PUAFIR203A Respond to urban fire, or PUAFIR202A Respond to urban fire using defensive firefighting strategies, or PUAFIR204A Respond to wildfire, or PUAFIR205A Respond to aviation incident (specialist)</td>
</tr>
<tr>
<td>PUAFIR303A</td>
<td>Suppress wildfire</td>
<td>PUAFIR303A Suppress wildfire</td>
</tr>
<tr>
<td>PUAFIR406A</td>
<td>Develop prescribed burning plans</td>
<td>PUAFIR303A Suppress wildfire</td>
</tr>
<tr>
<td>PUAFIR407A</td>
<td>Conduct prescribed burning</td>
<td>PUAFIR303A Suppress wildfire</td>
</tr>
<tr>
<td>PUAFIR501A</td>
<td>Conduct fire investigation and analysis activities</td>
<td>PUALAW001A Protect and preserve incident scene</td>
</tr>
<tr>
<td>PUAFIR509A</td>
<td>Implement fire prevention strategies</td>
<td>PUACOM011A Develop community awareness networks (Fire Specific)</td>
</tr>
<tr>
<td>PUALAW001A</td>
<td>Protect and preserve incident scene</td>
<td>Nil</td>
</tr>
<tr>
<td>PUALAW002A</td>
<td>Conduct initial investigation at incident scene</td>
<td>Nil</td>
</tr>
<tr>
<td>PUAOHS002A</td>
<td>Maintain safety at an incident scene</td>
<td>PUAFIR201A Prevent injury (Fire Specific)</td>
</tr>
<tr>
<td>PUAOPE001A</td>
<td>Supervise response</td>
<td>PUAFIR302A Suppress urban fire, or PUAFIR303A Suppress wildfire (Fire Specific)</td>
</tr>
<tr>
<td>PUAOPE002A</td>
<td>Operate communications systems and equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>PUAOPE005A</td>
<td>Manage a multi-team response</td>
<td>PUAOPE001A Supervise response (Fire Specific)</td>
</tr>
<tr>
<td>PUAOPE007A</td>
<td>Command agency personnel within a multi-agency emergency response</td>
<td>PUAOPE001A Supervise response PUAOPE004A Conduct briefing/debriefing (Fire Specific)</td>
</tr>
</tbody>
</table>
## PUA00 Public Safety

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUATEA001A</td>
<td>Work in a team</td>
<td>Nil</td>
</tr>
<tr>
<td>PUATEA002A</td>
<td>Work autonomously</td>
<td>PUATEA001A Work in a team (Fire Specific)</td>
</tr>
</tbody>
</table>

## RTC02 Rural/Conservation

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC2026A</td>
<td>Undertake propagation activities</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2209A</td>
<td>Install, maintain and repair fencing</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2210A</td>
<td>Maintain properties and structures</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2309A</td>
<td>Operate tractor</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2401A</td>
<td>Treat weeds</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2404A</td>
<td>Treat plant pests, diseases and disorders</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC2706A</td>
<td>Apply chemicals under supervision</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC3206A</td>
<td>Erect timber structures and features</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC3209A</td>
<td>Plan and construct conventional fencing</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC3401A</td>
<td>Control weeds</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC3404A</td>
<td>Control plant pests, diseases and disorders</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC3704A</td>
<td>Prepare and apply chemicals</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC4306A</td>
<td>Supervise maintenance of machinery and equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC4702A</td>
<td>Minimise risks in the use of chemicals</td>
<td>Nil</td>
</tr>
<tr>
<td>RTC4703A</td>
<td>Plan and implement a chemical use program</td>
<td>Nil</td>
</tr>
</tbody>
</table>

## RTD02 Conservation and Land Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTD2202A</td>
<td>Conduct erosion and sediment control activities</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD2501A</td>
<td>Maintain cultural places</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD2703A</td>
<td>Operate in isolated and remote situations</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD3034A</td>
<td>Implement revegetation works</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD3212A</td>
<td>Implement erosion and sediment control measures</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD3703A</td>
<td>Respond to rescue incidents</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD3711A</td>
<td>Prepare and use explosives</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD4020A</td>
<td>Plan the implementation of revegetation works</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD4403A</td>
<td>Develop a pest management action plan within a local area</td>
<td>Nil</td>
</tr>
</tbody>
</table>
## RTD02 Conservation and Land Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTD4508A</td>
<td>Protect places of cultural significance</td>
<td>Nil</td>
</tr>
<tr>
<td>RTD5402A</td>
<td>Develop a strategy for the management of target pests</td>
<td>Nil</td>
</tr>
</tbody>
</table>

## RTE03 Rural Production

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTE2002A</td>
<td>Assist with prescribed burning</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE2308A</td>
<td>Operate ride on vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE2503A</td>
<td>Observe and report on weather</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE2603A</td>
<td>Lay irrigation and/or drainage pipes</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE2606A</td>
<td>Maintain pressurised irrigation system</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE3307A</td>
<td>Co-ordinate machinery and equipment maintenance and repair</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE3506A</td>
<td>Monitor weather conditions</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE3605A</td>
<td>Troubleshoot irrigation systems</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE3612A</td>
<td>Implement a maintenance program for an irrigation system</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE4607A</td>
<td>Plan on-site irrigation system installation and construction work</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE5525A</td>
<td>Manage trial and/or research material</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE5603A</td>
<td>Design irrigation, drainage and water treatment systems</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE5606A</td>
<td>Manage water systems</td>
<td>Nil</td>
</tr>
<tr>
<td>RTE5921A</td>
<td>Market products and services</td>
<td>Nil</td>
</tr>
</tbody>
</table>

## RTF03 Amenity Horticulture

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTF2013A</td>
<td>Pot-on plants</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF2024A</td>
<td>Tend nursery plants</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF2027A</td>
<td>Undertake standard climbing techniques</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF2311A</td>
<td>Undertake stump removal</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF3014A</td>
<td>Implement a propagation plan</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF3021A</td>
<td>Maintain nursery plants</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF3026A</td>
<td>Receive and dispatch plants and other nursery products</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF3031A</td>
<td>Undertake complex tree climbing</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### RTF03 Amenity Horticulture

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTF3204A</td>
<td>Construct concrete structures and features</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF4003A</td>
<td>Plan a plant establishment program</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF4006A</td>
<td>Plan a tree pruning program</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF4014A</td>
<td>Plan a growing-on program</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF4015A</td>
<td>Plan a propagation program</td>
<td>Nil</td>
</tr>
<tr>
<td>RTF5012A</td>
<td>Manage a controlled growing environment</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### SRO03 Outdoor Recreation Industry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRODRV001B</td>
<td>Drive and recover a 4WD vehicle</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### TAA04 Training and Assessment

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAASS401A</td>
<td>Plan and organise assessment</td>
<td>Nil</td>
</tr>
<tr>
<td>TAAASS402A</td>
<td>Assess competence</td>
<td>Nil</td>
</tr>
<tr>
<td>TAADEL301A</td>
<td>Provide training through instruction and demonstration of work skills</td>
<td>Nil</td>
</tr>
<tr>
<td>TAADEL402A</td>
<td>Facilitate group based learning</td>
<td>Nil</td>
</tr>
<tr>
<td>TAADEL403A</td>
<td>Facilitate individual learning</td>
<td>Nil</td>
</tr>
<tr>
<td>TAADEL404A</td>
<td>Facilitate work-based learning</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### TDT02 Transport and Distribution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDTA1297B</td>
<td>Pick and process orders</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTA1897B</td>
<td>Organise despatch operations</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC297B</td>
<td>Drive light rigid vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC397B</td>
<td>Drive medium rigid vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC497B</td>
<td>Drive heavy rigid vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC597B</td>
<td>Drive heavy combination vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC697B</td>
<td>Drive multi-combination vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC797B</td>
<td>Operate vehicle carrying special loads</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTC2501A</td>
<td>Operate four wheel drive vehicle</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD497B</td>
<td>Load and unload goods and cargo</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD797B</td>
<td>Prepare cargo for transfer with slings</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD1097B</td>
<td>Operate a forklift</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### TDT02 Transport and Distribution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDTD1197B</td>
<td>Conduct specialised forklifting operations</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD1297B</td>
<td>Operate specialised load shifting equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD1397B</td>
<td>Move materials mechanically using automated equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD1497B</td>
<td>Load and unload vehicles carrying special loads</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD3298B</td>
<td>Plan and conduct specialised lift</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD3698B</td>
<td>Lift and move load using mobile crane up to and including 20 tonnes</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTD4301A</td>
<td>Shift loads using gantry equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTF797B</td>
<td>Implement and coordinate accident-emergency procedures</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTOHS3003A</td>
<td>Operate a boom type elevating work platform</td>
<td>Nil</td>
</tr>
<tr>
<td>TDTR298B</td>
<td>Source goods/services and evaluate contractors</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### THT02 Tourism

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>THHTTPD05B</td>
<td>Plan and develop interpretive activities</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### WRR02 Retail

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRCA2B</td>
<td>Apply retail office procedures</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance register/terminal</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRF3B</td>
<td>Produce financial reports</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRI4B</td>
<td>Buy merchandise</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRI5A</td>
<td>Maintain and order stock</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRLP3B</td>
<td>Maintain store safety</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRLP4B</td>
<td>Maintain store security</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRLP5B</td>
<td>Apply store security systems and procedures</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### WRR02 Retail

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRM1B</td>
<td>Merchandise products</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRM3B</td>
<td>Coordinate merchandise presentation</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRM5A</td>
<td>Monitor in-store visual merchandising display</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRM6A</td>
<td>Create a display for a small business</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRO1B</td>
<td>Manage merchandise and store presentation</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRO2B</td>
<td>Manage sales and service delivery</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRS1B</td>
<td>Sell products and services</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRS2B</td>
<td>Advise on products and services</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRS3B</td>
<td>Coordinate sales performance</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRS4B</td>
<td>Build relationships with customers</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRSS7B</td>
<td>Recommend hardware products and services</td>
<td>Nil</td>
</tr>
<tr>
<td>WRRSS20A</td>
<td>Recommend specialised products and services</td>
<td>Nil</td>
</tr>
</tbody>
</table>

## Summary Mapping of Units to the Previous Training Package

For details of the relationship between units of competency in FPI05 and the FPI99 Training Package, refer to Appendix 1 in Volume I.

## Summary Mapping of Qualifications to the Previous Training Package

<table>
<thead>
<tr>
<th>Code</th>
<th>Relationship</th>
<th>Comment in relation to the previous iteration of the Training Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPI10105</td>
<td>Replaces FPI10199</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20105</td>
<td>Replaces FPI20199</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20205</td>
<td>Replaces FPI20399</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20305</td>
<td>Replaces FPI20699</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20405</td>
<td>Replaces FPI20299</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20505</td>
<td>Replaces FPI20499</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI20605</td>
<td>Replaces FPI20599</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30105</td>
<td>Replaces FPI30199</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30205</td>
<td>Replaces FPI30399</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30305</td>
<td>Replaces FPI30699</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30405</td>
<td>Replaces FPI30299</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30505</td>
<td>Replaces FPI30499</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30605</td>
<td>Replaces FPI30599</td>
<td>Changed packaging requirements for the qualification</td>
</tr>
<tr>
<td>FPI30705</td>
<td>New qualification</td>
<td>Reflects increased industry demand for a formal trade qualification in Sawdoctoring</td>
</tr>
<tr>
<td>Code</td>
<td>Relationship</td>
<td>Comment in relation to the previous iteration of the Training Package</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>FPI30805</td>
<td>New qualification</td>
<td>Reflects increased industry demand for a formal trade qualification in Woodmachining</td>
</tr>
<tr>
<td>FPI40105</td>
<td>Replaces FPI40199 and FPI40399</td>
<td>Reflects convergence of technologies and work practices and increased focus on supervisory responsibilities at the AQF 4 level</td>
</tr>
<tr>
<td>FPI40205</td>
<td>Replaces FPI40299, FPI40499, FPI40599, and FPI40699</td>
<td>Reflects convergence of technologies and work practices and increased focus on supervisory responsibilities at the AQF 4 level</td>
</tr>
<tr>
<td>FPI50105</td>
<td>Replaces FPI50199, FPI50299, FPI50399, FPI50499, FPI50599, FPI50699 and FPI50799</td>
<td>Reflects convergence of technologies and work practices and major focus on managerial outcomes at the Diploma level</td>
</tr>
</tbody>
</table>

**Explanation of the Review Date**

The Review Date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as new technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.
BCCCM2013B Control traffic with a stop-slow bat

Unit Descriptor

This unit specifies the competency required to control traffic on public roads and construction sites for the protection of site workers and the general public, including the minimum criteria for competency assessment.

This unit includes operating a radio and using a stop-slow bat.

Element

Elements define the essential outcomes of a unit of competency.

1 Plan and prepare

Performance Criteria

Performance criteria specify the level of performance required to demonstrate achievement of the element.

1.1 Work instructions, including plans, specifications, quality requirements and operational details relevant to the tasks are obtained, confirmed and applied to the allotted task.

1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task.

1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented.

1.4 Tools and equipment selected to carry out tasks that are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported.

1.5 Environmental protection requirements are identified from the project environmental management plan confirmed and applied to the allotted task.
2 Coordinate traffic

2.1 Temporary traffic signs and barriers are positioned or confirmed in accordance with State or Territory regulations

2.2 Traffic is directed in accordance with site traffic plan and away from services or areas of potential damage or danger

2.3 Vehicles and pedestrian traffic within the work site are controlled to ensure safety of workers through traffic

2.4 Traffic is monitored, adjustments made for changing conditions, and waiting vehicles positioned to allow for smooth traffic flow

2.5 Hand held stop/slow bats are used in accordance with State or Territory regulatory authority approved procedures

2.6 Hand signals are used in accordance with State or Territory regulatory authority approved procedures

2.7 Traffic offenders are reported in accordance with State or Territory regulatory authority approved procedures

3 Operate radio

3.1 Radio controls are adjusted for optimum reception/transmission results

3.2 Messages are transmitted concisely and in accordance with operating procedures or best practice

3.3 Radio power supply is maintained in accordance with manufacturers’ recommendation

3.4 Radio contact is checked after nominated period of non contact and in accordance with operating procedures

4 Clean up

4.1 Signs and devices are removed or covered sequentially to provide warning to motorists during shutdown

4.2 Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- Traffic control applies to and includes but is not limited to worksite preparation activities, worksite traffic, through traffic, machine operator support, services protection and identification, worksite traffic co-ordination
- Radio transmissions are to include but not be limited to VHF and UHF
- Traffic signs and devices are to include but not limited to temporary warning signs, regulatory and traffic cones and may include vehicle mounted signs and flashing lights, guide signs, warning signs, barriers, hazard markers, bollards and arrow boards
- Planning and preparation is to include but not be limited to worksite inspection, equipment defect identification, assessment of conditions and hazards and determination of work requirements
- Traffic conditions may include but not be limited to congested urban environments, low traffic rural areas, off-road un-trafficked areas, buildings, parking sites and pedestrian areas
Safety (OH&S) • OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

• Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

• Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with uneven/unstable terrain, trees, pits, poles, trip hazards, dirt mounds, overhead service lines, bridges, surrounding buildings, obstructions, structures, facilities, dangerous materials, recently filled trenches, other machines, personnel, restricted access barriers, traffic control, working in proximity to others, worksite visitors and the public

Safety (OH&S) (continued) • Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

• Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials

Environmental Requirements • Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection noise vibration, dust and clean-up management

Quality Requirements • Quality requirements may include but not be limited to dimensions, tolerances, standards of work and materials standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction

Statutory/Regulatory Authorities • Statutory/regulatory authorities may include Federal, State and Local Authorities
Tools and equipment • Tools and equipment are to include but not be limited to radio, stop-slow bat, high visibility vest, traffic cones, signage and may include warning lights and beacons, arrow boards

Communications • Communications are to include but not limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, stop-slow bats, site specific instructions, written instructions or instructions related to job/task

Information • Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches

• Safe work procedures or equivalent related to controlling traffic with a stop-slow bat

• Regulatory/legislative requirements pertaining to controlling traffic with a stop-slow bat

• Manufacturers’ specifications and instructions

• Organisation work specifications and requirements

• Instructions issued by authorised organisational or external personnel

• Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit • Location, interpretation and application of relevant information, standards and specifications

• Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations

• Compliance with organisational policies and procedures including quality requirements

• As a minimum, control traffic complying with State/Territory regulations on three separate live traffic projects and one project controlling site construction vehicles
- Safe and effective operational use of equipment
- Communication and working effectively and safely with others

**Relationship to other units**
- Pre-requisite units are:
  BCGCM1001B Follow OH&S policies and procedures

  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

**Specific knowledge required to achieve the performance criteria**
- A knowledge of:
  - Site and equipment safety requirements
  - Traffic controlling
  - Traffic management plans
  - Traffic control signage and barricades
  - Radio operations
  - Equipment types, characteristics, technical capabilities and limitations
  - Operational and maintenance procedures for equipment
  - Site isolation and traffic control responsibilities and authorities
  - Affects of travel speed and vehicle mass on stopping distances
  - Quality requirements
  - Civil Construction terminology
  - JSA’s/Safe work method statement

**Specific key competencies, underpinning and employability skills required to achieve the performance criteria**

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit.

The number in brackets indicates the level to which the key competency needs to be demonstrated where:

1. working within set conditions and processes;
2. management or facilitation of conditions or processes are exercised; and
(3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

**The candidate will need to:**

| Collect, analyse and organise information | Collect, organise, interpret and understand the information required for the preparation and application of controlling traffic, including work instructions, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions |
| Communication ideas and information | Communicate ideas and information in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes |
| Plan and organise activities | Plan and organise activities associated with the preparation and application of controlling traffic, including the scheduling and use of equipment, materials and tools to avoid backtracking and rework |
| Work with others and in a team | Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity |
| Solve problems | Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage |
Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, complete measurements and establish quality checks

Level 1

Use technology

Use workplace technology related to determining requirements, the planning and application of controlling traffic, including the use of calculators, mechanical equipment and the reporting/record of results

Level 1

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above
Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - equipment appropriate to control traffic with a stop-slow bat
  - work instructions
BCCPO3001B Conduct backhoe/loader operations

Unit Descriptor

This unit specifies the competency required to conduct civil construction backhoe/loader operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the backhoe/loader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

Element Performance Criteria

Elements define the essential outcomes of a unit of competency.

1 Plan and prepare

1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task

1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task

1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented

1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported

1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task

2 Conduct machine pre-operational checks

2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements

2.2 Machine controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported
### 3 Operate backhoe/loader

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Site hazards associated with backhoe/loader operations are identified and safe operating techniques are used to minimise risk</td>
</tr>
<tr>
<td>3.2</td>
<td>Operating techniques for backhoe/loader are identified and applied to achieve optimum output in accordance with manufacturers’ design specifications while achieving specified tolerances</td>
</tr>
<tr>
<td>3.3</td>
<td>Machine is operated to work instructions in accordance with company operating procedures</td>
</tr>
</tbody>
</table>

### 4 Lift, carry and place materials

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Communication practices associated with transportation and lifting of materials are conducted in accordance with work site specific practices, procedures and confirmed between parties</td>
</tr>
<tr>
<td>4.2</td>
<td>Slings and lifting gear are selected and attached in accordance with safe working load requirements identified in State or Territory OH&amp;S legislation</td>
</tr>
<tr>
<td>4.3</td>
<td>Weight of load is established</td>
</tr>
<tr>
<td>4.4</td>
<td>Machinery is positioned ensuring stability and located to effectively shift materials according to job specifications</td>
</tr>
<tr>
<td>4.5</td>
<td>Load is shifted safely and effectively in accordance with industry safety standards and manufacturers’ specifications</td>
</tr>
<tr>
<td>4.6</td>
<td>Load is moved in accordance with conventional hand and audible signals that meet State or Territory OH&amp;S legislation or work site specific practices and procedures</td>
</tr>
</tbody>
</table>

### 5 Select, remove and fit attachments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Attachment is selected for the task</td>
</tr>
<tr>
<td>5.2</td>
<td>Attachment is removed and fitted according to manufacturers’ manual and site requirements</td>
</tr>
<tr>
<td>5.3</td>
<td>Attachment is tested to ensure correct fitting and operation as specified in manufacturers’ manual</td>
</tr>
<tr>
<td>5.4</td>
<td>Attachment is used in accordance with manufacturers’ recommendations and design limits</td>
</tr>
<tr>
<td>5.5</td>
<td>Removed attachments are cleaned and stored in designated location</td>
</tr>
</tbody>
</table>
6 Relocate the backhoe/loader

6.1 Backhoe/loader is moved safely between work sites, observing relevant codes and traffic management requirements

6.2 Backhoe/loader is prepared for relocation in accordance with the manufacturers’ specification

7 Carry out machine operator maintenance

7.1 Machine is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements

7.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements

7.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements

7.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements

8 Clean up

8.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

8.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A backhoe/loader is a self-propelled wheeled machine with a main structural support designed to carry both a front-mounted bucket loading mechanism and a rear-mounted backhoe

- Backhoe/loader tasks are to include mixing materials, stripping/spreading topsoils and materials, trench evacuation, backfilling, lifting and carrying materials, loading dump trucks, wagons, hoppers, chutes and cutting/boxing
• Backhoe/loader tasks may include scrub clearing, ripping, compacting, cutting, batters and benches, rock breaking, demolition and any activities associated with the attachments listed

• Backhoe/loader attachments may include but not be limited to extending devices, tilt bucket, buckets, compaction wheel, ripper, plate compactor, rock breaker, auger, broom, mower/ slasher, forklift, 4 in 1 bucket and free/rock grab

• Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

Safety (OH&S)

• OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

• Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

• Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public

• Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/ machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

• Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials
<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety (OH&amp;S)</td>
<td>Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation.</td>
</tr>
<tr>
<td>Environmental Requirements</td>
<td>Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.</td>
</tr>
<tr>
<td>Quality Requirements</td>
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<td>Rock types may include metamorphic, igneous and sedimentary.</td>
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<td>Safe work procedures related to the operation of backhoe/loaders on construction sites.</td>
</tr>
</tbody>
</table>
• Regulatory/legislative requirements pertaining to backhoe/loader operations and the environment
• Manufacturers’ specifications and instructions
• Organisation work specifications and requirements.
• Instructions issued by authorised organisational or external personnel
• Relevant Australian Standards

**Evidence Guide**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

**Critical aspects of evidence required to demonstrate competency in this unit**

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of backhoe/loader operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of:
  - mixing materials
  - stripping/spreading topsoils and materials
  - trench evacuation
  - backfilling
  - lifting and carrying materials
  - loading dump trucks, wagons, hoppers, chutes
  - cutting/boxing
- The application of emergency procedures
- The fitting and removal of at least one attachment
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others
Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Backhoe/loader types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Techniques for calculating safe working loads
  - Backhoe/loader techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - Basic earthworks calculations
  - Civil construction activity sequences of road construction, earthworks and drainage
  - Levelling techniques
  - JSA’s/Safe work method statement
Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

**Collect, analyse and organise information**

Collect, organise, interpret and understand the information required for the conduct of backhoe/loader operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

**Communicate ideas and information**

Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

**Plan and organise activities**

Conduct activities associated with the preparation of backhoe/loader operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

**Work with others and in a team**

Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

**Solve problems**

Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage
Use mathematical ideas and techniques  Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks

Level 1

Use technology  Use workplace technology related to backhoe/loader operations, including the use of on board monitoring and management systems, the use of communication systems and the reporting/recording of results

Level 2

The context of assessment  • The application of competency is to be assessed in the workplace or realistically simulated construction site

• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints

• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

• Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment  • Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply

• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

• Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

• Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

• Assessment may be applied under project related conditions (real or simulated) and require evidence of process

• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
Assessment may be in conjunction with assessment of other units of competency, including those listed above.

The following resources should be made available:

- workplace location or simulated workplace
- an operational backhoe/loader with appropriate tools and equipment, including lifting equipment
- realistic tasks covering the mandatory task requirements
- maintenance materials appropriate to the backhoe/loader equipment
- specifications and work instructions
**BCCPO3002B Conduct dozer operations**

**Unit Descriptor**

This unit specifies the competency required to conduct civil construction dozer operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the dozer for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

**Element Performance Criteria**

Elements define the essential outcomes of a unit of competency.

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<td>2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements</td>
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3 Operate dozer

3.1 Site hazards associated with dozer operations are identified and safe operating techniques are used to minimise risk

3.2 Operating techniques for dozer are identified and applied to achieve optimum output in accordance with manufacturers’ design specifications while achieving specified tolerances

3.3 Dozer is operated to work instructions in accordance with company operating procedures

4 Select, remove and fit attachments

4.1 Attachment is selected for the task

4.2 Attachment is removed and fitted according to manufacturers’ manual and site requirements

4.3 Attachment is tested to ensure correct fitting and operation as specified in manufacturers’ manual

4.4 Attachment is used in accordance with manufacturers’ recommendations and design limits

4.5 Removed attachments are cleaned and stored in designated location

5 Relocate the dozer

5.1 Dozer is moved safely between work sites, observing relevant codes and traffic management requirements

5.2 Dozer is prepared for relocation in accordance with the manufacturers’ specifications

6 Carry out machine operator maintenance

6.1 Dozer is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements

6.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements

6.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements

6.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements

7 Clean up

7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A dozer is a self-propelled tracked or wheeled purpose designed machine with a blade mounted at the front end
- Dozers are to include tracked and may include wheeled
- Dozer tasks are to include stripping/spreading topsoil and materials, cut and fill, battering, stockpiling, bulk excavation, cutting drains, benching and backfilling
- Dozer tasks may include land clearing, track rolling, ripping, push loading, scrapers, towing equipment, working in tandem, winching, boxing, mixing materials and constructing fire breaks
- Attachments may include but not be limited to stick rakes, root rakes, push blade, angle blade, bull blade, power angle tilt blade, rippers, winch, tree pusher, cable plough, stump plough, power control unit and cable drum
- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities
Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances.

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices.

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public.

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement.

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials.

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation.

Environmental Requirements

- Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.

Quality Requirements

- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction.

Statutory/Regulatory Authorities

- State/Regulatory Authorities may include Federal, State and Local Authorities.
Materials
- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, timber, blended materials, organic materials, typical construction site materials/waste and bituminous mixes
- Rock types may include metamorphic, igneous and sedimentary

Tools and equipment
- Tools and equipment are to include hand tools and maintenance equipment relevant to the particular dozer

Communications
- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

Information
- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of dozers on construction sites
- Regulatory/legislative requirements pertaining to dozer operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.
Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of dozer operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of:
  - stripping/spreading topsoil and materials
  - cut and fill
  - battering
  - stockpiling
  - bulk excavation
  - cutting drains
  - benching and backfilling
- The application of emergency procedures
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Dozer types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Dozer techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
- Site isolation and traffic control responsibilities and authorities
- Materials Safety Data Sheets and materials handling methods
- Project quality requirements
- Civil construction terminology
- Methods of changing machine attachments
- Safe operating techniques in all terrain
- Basic earthworks calculations
- Civil construction activity sequences of road construction, earthworks and drainage
- Levelling techniques
- JSA’s/Safe work method statement

**Specific key competencies, underpinning and employability skills required to achieve the performance criteria**

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

**Collect, analyse and organise information**

Collect, organise, interpret and understand the information required for the conduct of dozer operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

**Communicate ideas and information**

Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes
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<td><strong>Work with others and in a team</strong></td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
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<td><strong>Solve problems</strong></td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage</td>
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</tr>
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<td><strong>Use technology</strong></td>
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• Assessment is to comply with relevant regulatory or Australian Standards requirements | |
BCCPO3003B Conduct excavator operations

Unit Descriptor
This unit specifies the competency required to conduct civil construction excavator operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the excavator for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

Element Performance Criteria

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<td>1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented</td>
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<td>1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported</td>
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<tr>
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<td>1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td>2 Conduct machine pre-operational checks</td>
<td>2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Excavator controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported</td>
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<tr>
<td>3</td>
<td>Operate excavator</td>
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<td>4</td>
<td>Lift, carry and place materials</td>
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<tr>
<td>5</td>
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<td>Task Description</td>
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</tr>
<tr>
<td>6</td>
<td>Relocate the excavator</td>
</tr>
<tr>
<td>6.1</td>
<td>Excavator is moved safely between work sites, observing relevant codes and traffic management requirements</td>
</tr>
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<td>Excavator is prepared for relocation in accordance with the manufacturers’ specifications</td>
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<td>8.1</td>
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**Range Statement**

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

**Unit scope**

- An excavator is a self-propelled crawler or wheeled machine with an upper structure capable of a minimum of 360 degree rotation which excavates, elevates, swings and discharges material by the action of a bucket fitted to the boom and arm or telescoping boom, without moving the chassis or undercarriage during any part of the working cycle of the machine.

- Excavators in this unit are to include tracked and may include wheeled.

- Excavator tasks are to include loading, bulk excavation, backfilling, trench excavation, stockpiling, battering and benching.

- Excavator tasks may include compacting materials,
demolition, rock breaking, removal of trees and ripping, lifting materials, cutting/boxing, laying pipes, cut and fill, mixing materials, stripping/spreading topsoil and materials

- Attachments may include ripper/tyne, auger, tilt bucket, rock breaker, buckets, lifting device, vibrating compaction plate and compaction wheel

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

**Safety (OH&S)**

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation
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Evidence Guide

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Critical aspects of evidence required to demonstrate competency in this unit

• Location, interpretation and application of relevant information, standards and specifications
• Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
• Compliance with organisational policies and procedures including quality requirements
• The conduct of excavator operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of loading, bulk excavation, backfilling, trench excavation, stockpiling, battering and benching
• The application of emergency procedures
• The fitting and removal of at least two attachments
• The conduct of authorised operator maintenance
• Communication and working effectively and safely with others

Relationship to other units

• Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures
  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role
Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Excavator types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Techniques for calculating safe working loads
  - Excavator and attachment operating techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - Basic earthworks calculations
  - Civil construction activity sequences of road construction, earthworks and drainage
  - Levelling techniques
  - JSA’s/Safe work method statement
Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;
Level 2 – relates to the management or facilitation of conditions or processes; and
Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information
Collect, organise, interpret and understand the information required for the conduct of excavator operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

Level 1

Communicate ideas and information
Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

Level 1

Plan and organise activities
Conduct activities associated with the preparation of excavator operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

Level 1

Work with others and in a team
Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

Level 2

Solve problems
Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage

Level 2
Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks

Level 1

Use technology

Use workplace technology related to excavator operations, including the use of on board monitoring and management systems, the use of communication systems and the reporting/recording of results

Level 2

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Assessment may be in conjunction with assessment of other units of competency, including those listed above.

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational excavator with appropriate attachment(s) and lifting equipment
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the excavator equipment
  - specifications and work instructions.
BCCPO3004B Conduct wheeled front end loader operations

**Unit Descriptor**

This unit specifies the competency required to conduct civil construction front end loader operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the front end loader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

**Element**

Elements define the essential outcomes of a unit of competency.

**Performance Criteria**

Performance criteria specify the level of performance required to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and prepare</td>
<td>1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td></td>
<td>1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td></td>
<td>1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented</td>
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<tr>
<td></td>
<td>1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported</td>
</tr>
<tr>
<td></td>
<td>1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td>2 Conduct machine pre-operational checks</td>
<td>2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Front end loader controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported</td>
</tr>
<tr>
<td></td>
<td>Operate front end loader</td>
</tr>
<tr>
<td></td>
<td>Attach, secure, lift, carry and place materials</td>
</tr>
<tr>
<td></td>
<td>Select, remove and fit attachments</td>
</tr>
<tr>
<td>3</td>
<td>Operate front end loader</td>
</tr>
<tr>
<td></td>
<td>Attach, secure, lift, carry and place materials</td>
</tr>
<tr>
<td></td>
<td>Select, remove and fit attachments</td>
</tr>
<tr>
<td>4</td>
<td>Attach, secure, lift, carry and place materials</td>
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<tr>
<td></td>
<td>Select, remove and fit attachments</td>
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<tr>
<td>5</td>
<td>Select, remove and fit attachments</td>
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</tbody>
</table>
6  Relocate the front end loader

6.1 Front end loader is moved safely between work sites, observing relevant codes and traffic management requirements

6.2 Front end loader is prepared for relocation in accordance with the manufacturers’ specifications

7  Carry out machine operator maintenance

7.1 Front end loader is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements

7.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements

7.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements

7.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements

8  Clean up

8.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

8.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A front end loader is a self-propelled wheeled machine with an integral front-mounted bucket-supporting structure and linkage with integral quick coupler. It loads or excavates through forward motion of the machine, and lifts, transports and discharges material

- Front end loader tasks are to include mixing materials, stripping/spreading topsoil and materials, loading, cutting/boxing, backfilling, lifting and carrying materials
• Attachments are to include a bucket (general purpose or multi purpose) and may include rippers/scarifiers

• Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

Safety (OH&S)

• OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

• Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

• Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public

• Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

• Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials

• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation
Environmental Requirements

- Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.

Quality Requirements

- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction.

Statutory/Regulatory Authorities

- State/Regulatory Authorities may include Federal, State and Local Authorities.

Materials

- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials, organic materials, typical construction materials/waste and bituminous mixes.

- Rock types may include metamorphic, igneous and sedimentary.

Tools and equipment

- Tools and equipment are to include hand tools, lifting and maintenance equipment relevant to the integrated tool carrier.

Communications

- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task.

- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues.

Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches.

- Safe work procedures related to the operation of front end loaders on construction sites.

- Regulatory/legislative requirements pertaining to front end loader operations and the environment.

- Manufacturers’ specifications and instructions.

- Organisation work specifications and requirements.

- Instructions issued by authorised organisational or
external personnel

- Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of front end loader operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of mixing materials, stripping/spreading topsoil and materials, loading, cutting/boxing, backfilling, lifting and carrying materials (as per the Range Statement)
- The application of emergency procedures
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Front end loader types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
- Techniques for calculating safe working loads
- Front end loader and attachment operating techniques related to essential tasks
- Processes for interpreting drawings and sketches
- Operational, maintenance and basic diagnostic procedures
- Site isolation and traffic control responsibilities and authorities
- Materials Safety Data Sheets and materials handling methods
- Project quality requirements
- Civil construction terminology
- Methods of changing machine attachments
- Safe operating techniques in all terrain
- Basic earthworks calculations
- Civil construction activity sequences of road construction, earthworks and drainage
- Levelling techniques
- JSA’s/Safe work method statement

**Specific key competencies, underpinning and employability skills required to achieve the performance criteria**

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Collect, organise, interpret and understand the information required for the conduct of front end loader operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions</td>
<td>Level 1</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes</td>
<td>Level 1</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Conduct activities associated with the preparation for front end loader operations to avoid backtracking and rework</td>
<td>Level 1</td>
</tr>
<tr>
<td>Work with others and in a team</td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
<td>Level 1</td>
</tr>
<tr>
<td>Solve problems</td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage</td>
<td>Level 2</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks</td>
<td>Level 1</td>
</tr>
<tr>
<td>Use technology</td>
<td>Use workplace technology related to front end loader operations, including the use of on board monitoring systems, the use of communication systems and the reporting/recording of results</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
| The context of assessment                     | • The application of competency is to be assessed in the workplace or realistically simulated construction site  
• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints  
• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context |        |
Methods of assessment

- Assessment is to comply with relevant regulatory or Australian Standards requirements
- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational front end loader with lifting equipment
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the front end loader equipment
  - specifications and work instructions
BCCPO3005B Conduct tracked front end loader operations

Unit Descriptor

This unit specifies the competency required to conduct civil construction front end loader operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the front end loader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

Element

Elements define the essential outcomes of a unit of competency.

Performance Criteria

Performance criteria specify the level of performance required to demonstrate achievement of the element.

1 Plan and prepare

1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task

1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task

1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented

1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported

1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task

2 Conduct machine pre-operational checks

2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements

2.2 Front end loader controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported
<table>
<thead>
<tr>
<th></th>
<th>Operate front end loader</th>
<th>Site hazards associated with front end loader operations are identified and safe operating techniques are used to minimise risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.1 Site hazards associated with front end loader operations are identified and safe operating techniques are used to minimise risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Operating techniques for front end loader are identified and applied to achieve optimum output in accordance with manufacturers’ design specifications while achieving specified tolerances</td>
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<tr>
<td></td>
<td></td>
<td>3.3 Front end loader is operated to work instructions in accordance company operating procedures</td>
</tr>
<tr>
<td></td>
<td>Attach, secure, lift, carry and place materials</td>
<td>Communication practices associated with transportation and lifting of materials are conducted in accordance with site specific practices, procedures and continued between parties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1 Communication practices associated with transportation and lifting of materials are conducted in accordance with site specific practices, procedures and continued between parties</td>
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<td>4.2 Weight of load is established</td>
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<td></td>
<td>4.3 Slings and lifting gear are selected, attached and used in accordance with safe working load requirements identified in State or Territory OH&amp;S legislation</td>
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<tr>
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<td></td>
<td>4.4 Machinery is positioned ensuring stability and located to effectively shift materials according to job specifications</td>
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<tr>
<td></td>
<td></td>
<td>4.5 Load is shifted safely and effectively in accordance with industry safety standards and manufacturers’ specifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Load is moved in accordance with conventional hand and audible signals that meet State or Territory OH&amp;S legislation or work site specific practices and procedures</td>
</tr>
<tr>
<td></td>
<td>Relocate the front end loader</td>
<td>Front end loader is moved safely between work sites, observing relevant codes and traffic management requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Front end loader is moved safely between work sites, observing relevant codes and traffic management requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Front end loader is prepared for relocation in accordance with the manufacturers’ specifications</td>
</tr>
<tr>
<td></td>
<td>Carry out machine operator maintenance</td>
<td>6.1 Front end loader is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements</td>
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<tr>
<td></td>
<td></td>
<td>6.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements</td>
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<tr>
<td></td>
<td></td>
<td>6.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements</td>
</tr>
<tr>
<td>7</td>
<td>Clean up</td>
<td>7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan</td>
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<tr>
<td></td>
<td></td>
<td>7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices</td>
</tr>
</tbody>
</table>
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A tracked front end loader is a self-propelled tracked machine with an integral front-mounted bucket-supporting structure and linkage, which loads or excavates through forward motion of the machine, and lifts, transports and discharges material

- Tracked front end loader tasks are to include mixing materials, stripping/spreading topsoil and materials, loading, cutting/boxing, backfilling, lifting and carrying materials

- Tracked front end loader tasks may include scrub clearing and ripping

- Attachments are to include a bucket (general purpose or multi purpose) rippers/scarifiers and claw

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public
| **Safety (OH&S) (continued)** | • Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement  
• Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials  
• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation  |
| **Environmental Requirements** | • Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management  |
| **Quality Requirements** | • Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction  |
| **Statutory/Regulatory Authorities** | • State/Regulatory Authorities may include Federal, State and Local Authorities  |
| **Materials** | • Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials, organic materials, typical construction materials/waste and bituminous mixes  
• Rock types may include metamorphic, igneous and sedimentary  |
| **Tools and equipment** | • Tools and equipment are to include hand tools, lifting and maintenance equipment relevant to the particular tracked loader  |
| **Communications** | • Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task  
• On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues  |
Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of tracked front end loaders on construction sites
- Regulatory/legislative requirements pertaining to tracked front end loader operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of front end loader operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of mixing materials, stripping/spreading topsoil and materials, loading, cutting/boxing, backfilling, lifting and carrying materials
- The application of emergency procedures
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others
Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Tracked front end loader types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Techniques for calculating safe working loads
  - Front end loader and attachment operating techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - Basic earthworks calculations
  - Civil construction activity sequences of road construction, earthworks and drainage
  - Levelling techniques
  - JSA’s/Safe work method statement
### Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

- **Level 1** – relates to working effectively within set conditions and processes;
- **Level 2** – relates to the management or facilitation of conditions or processes; and
- **Level 3** – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collect, analyse and organise information</strong></td>
<td>Collect, organise, interpret and understand the information required for the conduct of front end loader operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions.</td>
</tr>
<tr>
<td><strong>Communicate ideas and information</strong></td>
<td>Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes.</td>
</tr>
<tr>
<td><strong>Plan and organise activities</strong></td>
<td>Conduct activities associated with the preparation for front end loader operations to avoid backtracking and rework.</td>
</tr>
<tr>
<td><strong>Work with others and in a team</strong></td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.</td>
</tr>
<tr>
<td><strong>Solve problems</strong></td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage.</td>
</tr>
</tbody>
</table>
Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks

Level 1

Use technology

Use workplace technology related to front end loader operations, including the use of on board monitoring systems, the use of communication systems and the reporting/recording of results

Level 2

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
Methods of assessment (continued)

- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational tracked front end loader with lifting equipment
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the front end loader equipment
  - specifications and work instructions.
**BCCPO3006B Conduct grader operations**

**Unit Descriptor**

This unit specifies the competency required to conduct civil construction grader operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the grader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

**Element**

Elements define the essential outcomes of a unit of competency.

**Performance Criteria**

Performance criteria specify the level of performance required to demonstrate achievement of the element.

<p>| 1 Plan and prepare | 1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task |
|                   | 1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task |
|                   | 1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented |
|                   | 1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported |
|                   | 1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task |
| 2 Conduct machine pre-operational checks | 2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements |
|                               | 2.2 Grader controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported |</p>
<table>
<thead>
<tr>
<th></th>
<th>Operation</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Operate grader</td>
<td>3.1 Site hazards associated with grader operations are identified and safe operating techniques are used to minimise risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Operating techniques for grader are identified and applied to achieve optimum output in accordance with manufacturers’ design specifications while achieving specified tolerances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Grader is operated to work instructions in accordance with company operating procedures</td>
</tr>
<tr>
<td>4</td>
<td>Select, remove and fit attachments</td>
<td>4.1 Attachment is selected for the task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Attachment is removed and fitted according to manufacturers’ manual and site requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Attachment is tested to ensure correct fitting and operation as specified in manufacturers’ manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Attachment is used in accordance with manufacturers’ recommendations and design limits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Removed attachments are cleaned and stored in designated location</td>
</tr>
<tr>
<td>5</td>
<td>Relocate the grader</td>
<td>5.1 Grader is moved safely between work sites, observing relevant codes and traffic management requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Grader is prepared for relocation in accordance with the manufacturers’ specifications</td>
</tr>
<tr>
<td>6</td>
<td>Carry out machine operator maintenance</td>
<td>6.1 Grader is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements</td>
</tr>
</tbody>
</table>
7 Clean up

7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A grader is a self-propelled articulating or rigid framed wheeled machine, designed to cut, move and place construction materials using a centrally mounted blade and may include forward and/or rear mounted rippers/scarifiers. The blade and attachment controls of a grader are normally hydraulic; however, they may be mechanical.

- Grader tasks are to include cutting and maintaining drains, forming/upgrading/maintaining roads, mixing/spreading materials, scarifying and ripping, cutting and trimming of batters and trimming of road sub-grades and pavements

- Grader tasks may include stripping/spreading topsoil and materials, cutting/boxing, cut and fill

- Attachments are to include tynes/scarifiers and may include dozer blade, machine guidance system, laser levelling equipment, ripper, slash

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities
Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation
<table>
<thead>
<tr>
<th>Environmental Requirements</th>
<th>• Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Requirements</td>
<td>• Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction</td>
</tr>
<tr>
<td>Statutory/Regulatory Authorities</td>
<td>• State/Regulatory Authorities may include Federal, State and Local Authorities</td>
</tr>
<tr>
<td>Materials</td>
<td>• Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials, organic materials, typical construction materials/waste and bituminous mixes</td>
</tr>
<tr>
<td></td>
<td>• Rock types may include metamorphic, igneous and sedimentary</td>
</tr>
<tr>
<td>Tools and equipment</td>
<td>• Tools and equipment are to include hand tools and maintenance equipment relevant to the particular grader</td>
</tr>
<tr>
<td>Communications</td>
<td>• Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task</td>
</tr>
<tr>
<td></td>
<td>• On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues</td>
</tr>
<tr>
<td>Information</td>
<td>• Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches</td>
</tr>
<tr>
<td></td>
<td>• Safe work procedures related to the operation of graders on construction sites</td>
</tr>
<tr>
<td></td>
<td>• Regulatory/legislative requirements pertaining to grader operations and the environment</td>
</tr>
<tr>
<td></td>
<td>• Manufacturers’ specifications and instructions</td>
</tr>
<tr>
<td></td>
<td>• Organisation work specifications and requirements</td>
</tr>
</tbody>
</table>
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

• Location, interpretation and application of relevant information, standards and specifications
• Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
• Compliance with organisational policies and procedures including quality requirements
• The conduct of grader operations are to be performed in a minimum of two different soil types and are to include the mandatory tasks of cutting and maintaining drains, forming/upgrading/maintaining roads, mixing/spreading materials, scarifying and ripping, cutting and trimming of batters and trimming of road sub-grades and pavements
• The application of emergency procedures
• The fitting and removal of at least one attachment
• The conduct of authorised operator maintenance
• Communication and working effectively and safely with others

Relationship to other units

• Pre-requisite units are: BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role
What specific knowledge is required to achieve the performance criteria?

- A knowledge of
  - Grader types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Grader operating techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - Basic earthworks calculations
  - Civil construction activity sequences of road construction, earthworks and drainage
  - Levelling techniques
  - JSA’s/Safe work method statement

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.
How will the candidate apply the following key competency in this unit? **The candidate will need to:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Collect, organise, interpret and understand the information required for the conduct of grader operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions</td>
<td>Level 1</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes</td>
<td>Level 1</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Conduct activities associated with the preparation of grader operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework</td>
<td>Level 2</td>
</tr>
<tr>
<td>Work with others and in a team</td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
<td>Level 2</td>
</tr>
<tr>
<td>Solve problems</td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage</td>
<td>Level 2</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks</td>
<td>Level 1</td>
</tr>
<tr>
<td>Use technology</td>
<td>Use workplace technology related to grader operations, including the use of on board monitoring and management systems, the use of communication systems and the reporting/recording of results</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above
Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational grader with appropriate attachment(s)
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the grader equipment
  - specifications and work instructions
BCCPO3008B Conduct skid steer loader operations

Unit Descriptor
This unit specifies the competency required to conduct civil construction skid steer loader operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the skid steer loader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

Element Performance Criteria
Elements define the essential outcomes of a unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and prepare</td>
<td>1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td></td>
<td>1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td></td>
<td>1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented</td>
</tr>
<tr>
<td></td>
<td>1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported</td>
</tr>
<tr>
<td></td>
<td>1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task</td>
</tr>
<tr>
<td>2 Conduct machine pre-operational checks</td>
<td>2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Loader controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported</td>
</tr>
</tbody>
</table>
### 3 Operate skid steer loader

3.1 Site hazards associated with skid steer loader operations are identified and safe operating techniques are used to minimise risk.

3.2 Operating techniques for skid steer loader are identified and applied to achieve optimum output in accordance with manufacturers’ design specifications while achieving specified tolerances.

3.3 Loader is operated to work instructions in accordance with company operating procedures.

### 4 Lift, carry and place materials

4.1 Communication practices associated with transportation and lifting of materials are conducted in accordance with site specific practices, procedures and confirmed between parties.

4.2 Slings and lifting gear are selected, attached and applied in accordance with safe working load requirements identified in State or Territory OH&S legislation.

4.3 Weight of load is established.

4.4 Machinery is positioned ensuring stability and located to effectively shift materials according to job specifications.

4.5 Load is shifted safely and effectively in accordance with industry safety standards and manufacturers’ specifications.

4.6 Load is moved in accordance with conventional hand and available signals that meet State or Territory OH&S legislation or work site specific practices and procedures.

### 5 Select, remove and fit attachments

5.1 Attachment is selected for the task.

5.2 Attachment is removed and fitted according to manufacturers’ manual and site requirements.

5.3 Attachment is tested to ensure correct fitting and operation as specified in manufacturers’ manual.

5.4 Attachment is used in accordance with manufacturers’ recommendations and design limits.

5.5 Removed attachments are cleaned and stored in designated location.
6 Relocate the skid steer loader
   6.1 Skid steer loader is moved safely between work sites, observing relevant codes and traffic management requirements
   6.2 Skid steer loader is prepared for relocation in accordance with the manufacturers’ specifications

7 Carry out machine operator maintenance
   7.1 Machine is safely parked, prepared for maintenance and shut down as per manufacturers’ manual and organisational requirements
   7.2 Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements
   7.3 Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements
   7.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements

8 Clean up
   8.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan
   8.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope
   • A skid steer loader is a self-propelled wheeled machine in which steering is accomplished by skidding or reversing the wheels or tracks on one side of the machine. It has an integral front-mounted bucket-supporting structure and linkage, which loads or excavates through forward motion of the machine, and lifts, transports and discharges material
   • Skid steer loader tasks are to include stripping/spreading topsoil and materials, backfilling, lifting, loading vehicles, excavations, mixing materials and site clean up
Unit scope (continued)

- Skid steer loader may include compacting, truck excavation, lifting and carrying materials, cutting batters and benches, rock breaking and any activities associated with attachments listed

- Attachments may include: a front end loader (FEL), multi purpose 4:1 bucket, forklift, dozer blade, backhoe, auger, chain digger, power broom, profiler, tiller/mixer, rotary hoe, hammer, asphalt cutter/saw, concrete cutter/saw.

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials
• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation

**Environmental Requirements**

• Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management

**Quality Requirements**

• Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction

**Statutory/Regulatory Authorities**

• State/Regulatory Authorities may include Federal, State and Local Authorities

**Materials**

• Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials, organic materials, typical construction site materials/waste and bituminous mixes

• Rock types may include metamorphic, igneous and sedimentary

• Construction materials may include pegs, wire, cordage, safety equipment and other support equipments

**Tools and equipment**

• Tools and equipment are to include hand tools and maintenance equipment relevant to the particular loader

**Communications**

• Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task

• On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues
Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of skid steer loaders on construction sites
- Regulatory/legislative requirements pertaining to skid steer loader operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of skid steer loader operations are to be performed in a minimum of two different soil types and to include the mandatory tasks of stripping/spreading topsoil and materials, lifting, loading vehicles, excavations, mixing materials and site clean up
- The application of emergency procedures
- The fitting and removal of at least one attachment
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others
Relationship to other units

- Pre-requisite units are:
  
  BCCCM1001B Follow OH&S policies and procedures

  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  
  - Skid steer loader types, characteristics, technical capabilities and limitations
  
  - Basic principles of soil technology for civil works
  
  - Site and equipment safety requirements
  
  - Techniques for calculating safe working loads
  
  - Skid steer loader techniques related to essential tasks
  
  - Processes for interpreting drawings and sketches
  
  - Operational, maintenance and basic diagnostic procedures
  
  - Site isolation and traffic control responsibilities and authorities
  
  - Materials Safety Data Sheets and materials handling methods
  
  - Project quality requirements
  
  - Civil construction terminology
  
  - Methods of changing machine attachments
  
  - Safe operating techniques in all terrain
  
  - Basic earthworks calculations
  
  - Civil construction activity sequences of road construction, earthworks and drainage
  
  - Levelling techniques
  
  - JSA’s/Safe work method statement
Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

- **Level 1** – relates to working effectively within set conditions and processes;
- **Level 2** – relates to the management or facilitation of conditions or processes; and
- **Level 3** – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

**Collect, analyse and organise information**

Collect, organise, interpret and understand the information required for the conduct of skid steer loader operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

- **Level 1**

**Communicate ideas and information**

Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

- **Level 1**

**Plan and organise activities**

Conduct activities associated with the preparation of skid steer loader operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

- **Level 1**

**Work with others and in a team**

Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

- **Level 1**

**Solve problems**

Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage

- **Level 1**
### Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks

**Level 1**

### Use technology

Use workplace technology related to skid steer loader operations, including the use of on board monitoring systems, the use of communication systems and the reporting/recording of results

**Level 2**

### The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
Specific key competencies, underpinning and employability skills required to achieve the performance criteria

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply

- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

- Assessment may be applied under project related conditions (real or simulated) and require evidence of process

- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational skid steer loader with appropriate attachment(s) and lifting equipment
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the skid steer loader equipment
  - specifications and work instructions
## BCCPO3011B Conduct tractor operations

### Unit Descriptor

This unit specifies the competency required to conduct civil construction tractor operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the tractor for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

### Element

Elements define the essential outcomes of a unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1 Plan and prepare</td>
<td>1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task</td>
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<tr>
<td></td>
<td>1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task</td>
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<td>1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented</td>
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<td>1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported</td>
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<td>1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task</td>
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<tr>
<td>2 Conduct machine pre-operational checks</td>
<td>2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements</td>
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<tr>
<td></td>
<td>2.2 Tractor controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported</td>
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<td>Operation</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>3</td>
<td>Operate tractor</td>
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<td>Select, remove and fit attachments</td>
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<td>5</td>
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<td>6</td>
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</tbody>
</table>
7 Clean up

7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A tractor is a self propelled, wheeled or tracked, commercial or agricultural machine. A tractor may be a rigid or articulated, two wheel or all wheel drive. Tractors are normally used for towing and/or providing a power take off (PTO) for specified attachments

- Tractors are to include wheeled and may include tracked types

- Tractor tasks may include post hole digging, spraying of herbicides/fertilisers, mowing/slashing, lifting, sweeping and blade based functions

- Attachments may include: a front blade, forklift, slasher, mower, auger, drag broom, power broom, loading platform, rotary hoe, concrete mixer, spraying equipment and disc plough

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities
### Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances.

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices.

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public.

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement.

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials.

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation.

### Environmental Requirements

- Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.

### Quality Requirements

- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction.

### Statutory/Regulatory Authorities

- State/Regulatory Authorities may include Federal, State and Local Authorities.
Materials
- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, timber, blended materials, organic materials, light scrub, grasses and bituminous mixes

Tools and equipment
- Tools and equipment are to include hand tools and maintenance equipment relevant to the particular tractor

Communications
- Communications are to include but not limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

Information
- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of tractors on construction sites
- Regulatory/legislative requirements pertaining to tractor operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of tractor operations are to include a minimum of three of the tasks listed in the Range Statement in accordance with project specifications and/or client requirements
- The application of emergency procedures
- The fitting and removal of at least one attachment
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role
Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Tractor types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Tractor and attachment operating techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - JSA’s/Safe work method statement

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**
Collect, analyse and organise information

Collect, organise, interpret and understand the information required for the conduct of tractor operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

Level 1

Communicate ideas and information

Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

Level 1

Plan and organise activities

Conduct activities associated with the preparation of tractor operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

Level 1

Work with others and in a team

Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

Level 1

Solve problems

Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage

Level 2

Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks

Level 1

Use technology

Use workplace technology related to tractor operations, including the use of on board monitoring systems, the use of communication systems and the reporting/recording of results

Level 2

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
Methods of assessment

- Assessment is to comply with relevant regulatory or Australian Standards requirements
- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational tractor with appropriate attachment(s)
  - realistic tasks covering the mandatory task requirements
  - maintenance materials appropriate to the tractor equipment
  - specifications and work instructions
BCCPO3012B Conduct tip truck operations

Unit Descriptor

This unit specifies the competency required to conduct civil construction tip truck operations. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the tip truck for a range of mandatory tasks, and the conduct of operator maintenance and work finalisation activities.

Element Performance Criteria

Elements define the essential outcomes of a unit of competency.

1 Plan and prepare

1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task

1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task

1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented

1.4 Vehicle, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported

1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task

2 Conduct machine pre-operational checks

2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements

2.2 Tip truck controls and functions, including tray, steering, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported
### 3 Operate truck

3.1 Site hazards associated with tip truck operations are identified and safe operating techniques are used to minimise risk.

3.2 Engine power is managed to ensure efficiency of truck movements and to minimise damage to the engine and gears.

3.3 Engine power is coordinated with gear selection ensuring smooth transition and operation within torque range.

3.4 Tip truck is operated to work instructions in accordance with company operating procedures.

3.5 Road/traffic conditions are constantly monitored taking into account of road standards, traffic flow, distance and load, ensuring no injury to people or damage to property, equipment, loads and facilities.

3.6 Vehicle is brought to a halt smoothly, minimising the wear and tear on vehicle using the engine retarder, gears and brakes.

### 4 Load, transport and tip materials

4.1 Vehicle is positioned at load and discharge points with a minimum of manoeuvre.

4.2 Tip truck movements including the raising and lowering of the tray are smooth and controlled.

4.3 Weight and distribution of load is assessed for type of material and size of vehicle to ensure it is within vehicle capacity.

4.4 Safety and security of load, including load cover requirements, are maintained from loading site to discharge site.

4.5 Load is discharged on slope and/or over face at fill site in accordance with safe operating techniques and company operating procedures.

4.6 Material is dumped/spread evenly to work instructions in accordance with safe operating techniques and company operating procedures.

4.7 Tray is cleared, lowered and secured before resuming travel in accordance with manufacturers’ instructions.
<table>
<thead>
<tr>
<th></th>
<th>Carry out driver maintenance</th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Tip truck is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements</td>
<td></td>
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<tr>
<td>5.2</td>
<td>Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements</td>
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<tr>
<td>5.3</td>
<td>Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements</td>
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<tr>
<td>5.4</td>
<td>Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Clean up</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Vehicle, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices</td>
<td></td>
</tr>
</tbody>
</table>
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A tip truck is a self-propelled vehicle designed for on road use to transport a variety of construction materials to and from construction sites. Tip trucks may be rigid (with or without a dog trailer) or articulated. The configuration of various types of tip trucks, the number of vehicle axles, the weight of each vehicle and load capacities are dependent on the vehicle class. Loads are normally discharged by tipping from the rear of the vehicle or trailer; however, methods of material discharge may also include side and belly dumping.

- National Licence Classes for trucks are:
  - MR (Medium rigid) – a vehicle (2 axle only) which is greater than 8t GVM, plus a trailer of not more than 9t GVM.
  - HR (Heavy Rigid) - a vehicle (no axle limit) which is greater than 8t GVM, plus a trailer of not more than 9t GVM.
  - HC (Heavy combination) - a heavy rigid vehicle with a trailer greater than 9t GVM or a prime mover and semi trailer.

- Tip truck tasks are to include the transporting and tipping of soils, sand, rocks and construction gravels on public roads and worksites. The tasks are to include static tipping and mobile tipping and spreading, discharging/tipping on slopes and discharging/tipping over edges.

- Tip truck tasks may include discharging into bins and hoppers and spreading aggregate.

- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities.
Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances.

- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices.

- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with fill-site traffic movement, overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public.

- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement.

- Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials.

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation.

Environmental Requirements

- Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.

Quality Requirements

- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction.

Statutory/Regulatory Authorities

- State/Regulatory Authorities may include Federal, State and Local Authorities.
Materials

- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, bituminous mixes, timber, blended materials, organic materials, typical construction site materials/waste and aggregates
- Rock types may include metamorphic, igneous and sedimentary

Tools and equipment

- Tools and equipment are to include the hand tools and maintenance equipment associated with the particular tip truck

Communications

- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of tip trucks on construction sites
- Regulatory/legislative requirements pertaining to tip truck operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of tip truck operations are to be performed on two separate projects and are to include the mandatory tasks of:
  - a minimum of two discharges on slopes, and
  - a minimum of two discharges over edges
- The application of emergency procedures
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Tip truck types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Site and equipment safety requirements
  - Tip truck operational techniques related to essential tasks
  - Processes for interpreting drawings and sketches
Operational, maintenance and basic diagnostic procedures
- Site isolation and traffic control responsibilities and authorities
- Materials Safety Data Sheets and materials handling methods
- Project quality requirements
- Civil construction terminology
- Safe operating techniques in all terrain
- Basic earthworks calculations
- Civil construction activity sequences of road construction, earthworks and drainage
- Load quantity calculations
- JSA’s/Safe work method statement

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information

Collect, organise, interpret and understand the information required for the conduct of tip truck operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, and equipment instructions

Level 1
| **Communicate ideas and information** | Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes |
| **Plan and organise activities** | Conduct activities associated with the preparation of tip truck operations, including the coordination and use of materials and tools to avoid backtracking and rework |
| **Work with others and in a team** | Work with others and in a team, particularly at multi-vehicle loading and fill-sites, by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity |
| **Solve problems** | Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage |
| **Use mathematical ideas and techniques** | Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, estimate load requirements and establish quality checks |
| **Use technology** | Use workplace technology related to tip truck operations, including the use of on board monitoring and management systems, the use of communication systems and the reporting/recording of results |

**The context of assessment**
- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply.
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge.
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.
- Assessment may be applied under project related conditions and require evidence of process.
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment may be in conjunction with assessment of other units of competency, including those listed above.

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - an operational tip truck
  - realistic tasks and loads covering the mandatory task requirements
  - maintenance materials appropriate to the tip truck equipment
  - specifications and work instructions
BCCPO3013B Conduct roller operations

Unit Descriptor

This unit specifies the competency required to conduct civil construction roller operations to roll and compact materials. It includes the minimum criteria for competency assessment.

The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the roller for a range of mandatory tasks and the conduct of operator maintenance activities.

Element Performance Criteria

Elements define the essential outcomes of a unit of competency.

1. Plan and prepare

   1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task

   1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task

   1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented

   1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported

   1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task

2. Conduct machine pre-operational checks

   2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers’ and/or site specific requirements

   2.2 Roller controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported
| 3 | Operate roller | 3.1 Site hazards associated with roller operations are identified and safe operating techniques are used to minimise risk |
| **3.2** | Operating techniques for roller are identified and applied to achieve optimum output in accordance with manufactures’ design specifications while achieving specified tolerances |
| **3.3** | Roller is operated to work instructions in accordance with company operating procedures |
| 4 | Select, remove and fit attachments | 4.1 Attachment is selected for the task |
| **4.2** | Attachment is removed and fitted according to manufacturers’ manual and site requirements |
| **4.3** | Attachment is tested to ensure correct fitting and operation as specified in manufacturers’ manual |
| **4.4** | Attachment is used in accordance with manufacturers’ recommendations and design limits |
| **4.5** | Removed attachments are cleaned and stored in designated location |
| 5 | Relocate the roller | 5.1 Roller is moved safely between work sites, observing relevant codes and traffic management requirements |
| **5.2** | Roller is prepared for relocation in accordance with the manufacturers’ specifications |
| 6 | Carry out machine operator maintenance | 6.1 Roller is safely parked, prepared for maintenance and shut down in accordance with manufacturers’ manual and organisational requirements |
| **6.2** | Inspection and fault finding are conducted in accordance with manufacturers’ specifications and/or organisational requirements |
| **6.3** | Defective parts are removed and replaced safely and effectively according to manufacturers’ manual and organisational requirements |
| **6.4** | Regular programmed maintenance tasks are carried out in accordance with manufacturers’ and/or organisational requirements |
7 Clean up

7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan

7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- A roller is a self propelled or towed machine used for the primary purpose of compacting a variety of types of construction materials. A roller may be rubber tyred, smooth drum, padded drum or grid/open face type and achieves compaction by one or a combination of the following compactive methods: static weight, kneading, vibration and impact. A grid roller is utilised to breakdown oversized construction materials

- Types of rollers may include: Self propelled pneumatic tyred; Self propelled smooth drum vibratory roller; Self propelled padded drum vibratory roller; self propelled smooth drum roller (including 3 pointers); self propelled double drum vibratory roller; towed pneumatic multi-tyred roller; towed grid roller; towed smooth drum vibratory roller; towed padded drum vibratory roller.

- Roller tasks are to include compacting materials to pattern and density, sealing and finishing

- Activities for roller tasks may include earthworks, pavement, bitumen and asphalt works

- Attachments are to include scraper bars and may include interchangeable drums, spray bars, wheel/drum brooms, drag brooms, padded drum attachments and blades

- Padded drums may include sheepsfoot, padfoot, tamping foot or wedge foot
Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities.

**Safety (OH&S)**

OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances.

Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices.

Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public.

Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhanges and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement.

Hazards and risks may include but not be limited to uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials.

Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation.

**Environmental Requirements**

Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.
Quality Requirements
- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction

Statutory/Regulatory Authorities
- State/Regulatory Authorities may include Federal, State and Local Authorities

Materials
- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials and bituminous mixes
- Rock types may include metamorphic, igneous and sedimentary

Tools and equipment
- Tools and equipment are to include hand tools and maintenance equipment relevant to the particular roller

Communications
- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

Information
- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety data sheets (MSDS) and diagrams or sketches
- Safe work procedures related to the operation of rollers on construction sites
- Regulatory/legislative requirements pertaining to roller operations and the environment
- Manufacturers’ specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The conduct of roller operations are to be performed in a minimum of three different soil types and include the mandatory tasks of:
  - compacting materials to pattern and density
  - sealing and finishing
- The removal and fitting of at least one attachment
- The application of emergency procedures
- The conduct of authorised operator maintenance
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role
Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Roller types, characteristics, technical capabilities and limitations
  - Basic principles of soil technology for civil works
  - Basic principles of soil compaction
  - Site and equipment safety requirements
  - Rolling/compacting techniques related to essential tasks
  - Processes for interpreting drawings and sketches
  - Operational, maintenance and basic diagnostic procedures
  - Site isolation and traffic control responsibilities and authorities
  - Materials Safety Data Sheets and materials handling methods
  - Project quality requirements
  - Civil construction terminology
  - Methods of changing machine attachments
  - Safe operating techniques in all terrain
  - Basic earthworks calculations
  - Civil construction activity sequences of road construction, earthworks and drainage
  - Levelling techniques
  - JSA’s/Safe work method statement
### Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

- **Level 1** – relates to working effectively within set conditions and processes;
- **Level 2** – relates to the management or facilitation of conditions or processes; and
- **Level 3** – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Collect, organise, interpret and understand the information required for the conduct of roller operations, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions</td>
<td>Level 1</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes</td>
<td>Level 1</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Conduct activities associated with the preparation of roller operations, including the coordination and use of equipment, materials and tools to avoid backtracking and rework</td>
<td>Level 2</td>
</tr>
<tr>
<td>Work with others and in a team</td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
<td>Level 1</td>
</tr>
<tr>
<td>Solve problems</td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
Use mathematical ideas and techniques
Use mathematical ideas and techniques to estimate material requirements to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks

Use technology
Use workplace technology related to roller operations, including the use of on board monitoring and management systems, the use of communication systems and the reporting/recording of results

The context of assessment
• The application of competency is to be assessed in the workplace or realistically simulated construction site
• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
• Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment
• Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package
• Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
• Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
• Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
• Assessment may be applied under project related conditions (real or simulated) and require evidence of process
• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
Assessment may be in conjunction with assessment of other units of competency, including those listed above.

**Specific resource requirements for this unit**

The following resources should be made available:

- workplace location or simulated workplace
- an operational roller and attachments
- realistic tasks covering the mandatory task requirements
- maintenance materials appropriate to the roller equipment
- specifications and work instructions
BCCPO3020B Load and unload plant

Unit Descriptor

This unit specifies the competency required to load and unload plant items from trailers or floats. The unit covers planning and preparation for work, the loading and securing of the plant onto a float or trailer, the removal of securing devices and the unloading of the plant from the trailer or float.

Element

Elements define the essential outcomes of a unit of competency.

Performance Criteria

Performance criteria specify the level of performance required to demonstrate achievement of the element.

1 Plan and prepare

1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task

1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the loading/unloading task

1.3 The loading/unloading site is made safe and isolated from general traffic flow by appropriate barriers

2 Load the plant

2.1 The dimensions and capacity of the trailer or float to safely carry the plant item is confirmed

2.2 Tools and load securing equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement

2.3 Preparation of the plant for transportation are confirmed as having been completed in accordance with State and Territory and manufacturers’ requirements

2.4 Loading aids, including ramps and bridging materials, are placed and secured in accordance with the trailer or float specifications

2.5 Co-ordination issues between the operator and guide(s) are resolved and agreed before loading commences

2.6 The plant item is moved onto the trailer or float and halted at the designated position

2.7 The plant item is secured for transportation in accordance with approved specifications
3 Unload the plant

3.1 Co-ordination issues between the operator and guide(s) are resolved and agreed before unloading commences

3.2 Unloading aids, including ramps, are placed and secured in accordance with the trailer or float specific

3.3 Securing devices are slackened and removed in a sequence which optimises safety

3.4 The plant item is moved off the trailer or float and halted at the designated position

3.5 Stow loading aids including ramps and bridging materials and securing devices for further use

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit Scope

- Plant to be loaded and unloaded may be wheeled or tracked
- The float or trailer may be of generic construction or purpose designed for a particular item or range of plant
- The float or trailer will normally have self loading aids although some may require an established drive on/off ramp

Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances
- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices
- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, securing devices under strain, centre of gravity and balance requirements, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public
### Safety (OH&S) (continued)
- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement
- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation

### Environmental Requirements
- Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management

### Quality Requirements
- Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction

### Statutory/Regulatory Authorities
- State/Regulatory Authorities may include Federal, State and Local Authorities

### Tools and equipment
- Tools and equipment are to include hand tools, ramps and bridging materials, levelling aids and approved load securing equipment

### Communications
- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

### Information
- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, load tables, tie-down instructions and charts and material safety data sheets (MSDS)
- Safe work procedures related to the loading and unloading of plant items from floats or trailers
• Regulatory/legislative requirements pertaining to the loading and unloading of plant items from floats or trailers
• Manufacturers’ specifications and instructions
• Organisation work specifications and requirements.
• Instructions issued by authorised organisational or external personnel
• Relevant Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- The loading and unloading of a minimum of two different items of plant from a float or trailer including the attaching and removal of securing devices in accordance with all relevant regulatory and commercial criteria
- Communication and working effectively and safely with others

Relationship to other units

- Pre-requisite units are:
  BCCCM1001B Follow OH&S policies and procedures
  Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of
  - Site and equipment safety requirements
  - Civil construction plant terminology
  - Techniques and processes for preparing plant for
transportation
- Basic motion and restraint theory related to heavy plant on floats or trailers
- Basic centre of gravity and balance theory related to heavy plant on floats or trailers
- Types, operation, uses and imitations of load securing equipment
- Site isolation and traffic control responsibilities and authorities
- Material safety data sheets
- Levelling techniques
- JSA’s/Safe work method statement

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information

Collect, organise, interpret and understand the information required for the loading and unloading of plant, including work instructions, plans/sketches/diagrams, safety instructions, signage, gauges, labels, quality assurance procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

Level 1

Communicate ideas and information

Communicate ideas and information orally and in writing in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

Level 1
Plan and organise activities

Conduct activities associated with the loading and unloading of plant to avoid backtracking and rework

Level 1

Work with others and in a team

Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

Level 1

Solve problems

Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage

Level 2

Use mathematical ideas and techniques

Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate safe working loads and material requirements and establish quality checks

Level 1

Use technology

Use workplace technology related to the loading and unloading of plant, including the use of on board monitoring systems, the use of communication systems and the reporting/recording of results

Level 1

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
**Methods of assessment**

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s Civil Construction Training Package and relevant NOHSC standards where they apply.
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge.
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process.
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment may be in conjunction with assessment of other units of competency, including those listed above.

**Specific resource requirements for this unit**

- The following resources should be made available:
  - workplace location or simulated workplace
  - operational plant items to be loaded/unloaded
  - a trailer or float appropriate to the plant
  - specifications and work instructions.
BCGCM3002B Operate a truck mounted loading crane

Unit Descriptor
This unit specifies the competency required to safely and effectively operate a truck mounted loading crane to load and unload building products, delivered from supplier to the construction site.

The unit includes setting up, operation, control and shut down of the crane.

Element Performance Criteria
Elements define the essential outcomes of a unit of competency.

| 1 | Plan and prepare | 1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied |
|   |                  | 1.2 Safety requirements are followed in accordance with safety plans and policies |
|   |                  | 1.3 Signage/barricade requirements are identified and implemented |
|   |                  | 1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement |
|   |                  | 1.5 Material quantity requirements are calculated in accordance with plans and/or specifications |
|   |                  | 1.6 Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use |
|   |                  | 1.7 Environmental protection requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied |
2 Truck mounted crane is set up and operated

2.1 Truck is positioned at the designated drop off point

2.2 Truck is positioned to ensure a level surface to operate the crane from

2.3 Crane is activated and manoeuvred to its operating position from its lock down position

2.4 Crane movements are checked for safe operation

2.5 Load is prepared for lifting in accordance with crane, truck and dogging requirements

2.6 Site is confirmed as clear and safe to receive/dispatch the load

2.7 Load is manoeuvred to position using the control levers to manufacturers specifications

2.8 Load is continually monitored throughout its travel

2.9 Crane is shut down and returned to its lock down position

3 Clean up

3.1 Work area is cleared and materials disposed of, reused or recycled in accordance with legislation/regulations/codes of practice and job specification

3.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers’ recommendations and standard work practices
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

**Unit scope**

- Planning and preparation is to include but not be limited to worksite inspection, equipment defect identification, assessment of conditions and hazards and determination of work requirements

- Types of cranes are to include truck mounted (e.g. a crane mounted on a semi-trailer or delivery truck) and may include cranes mounted on other vehicles

- Truck mounted cranes are generally used for loading and unloading building and construction products, however, larger versions are used for loading and unloading containers

- Operations may include but not be limited to telescope in and out, slew left and right, operate outriggers, boom up and down and operate attachments

- Truck mounted cranes may include but not be limited to electrical, hydraulic and mechanical operating systems

- Load masses should not exceed the working capacity of the crane and recommended manufacturer limits

**Safety (OH&S)**

- OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances

- Personal protective equipment is to include that prescribed under legislation/regulation/codes of practice and workplace policies and practices
| **Safety (OH&S) (continued)** | Safe operating procedures are to include but not be limited to the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits), lighting, earth leakage boxes, trip hazards, working with dangerous materials, working in confined spaces, surrounding structures, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public |
|                            | Emergency procedures related to equipment operation are to include but may not be limited to emergency shutdown and stopping, extinguishing equipment fires, organisational first aid requirements and evacuation |
| **Environmental Requirements** | Environmental requirements are to include but are not limited to waste management, noise, dust, vibration and clean-up management |
| **Quality Requirements** | Quality requirements are to include but not be limited to relevant regulations including Australian Standards, internal company quality policy and standards, workplace operations and procedures and manufacturers specifications where specified |
| **Statutory/Regulatory Authorities** | Statutory/regulatory authorities may include Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice |
| **Tools and Equipment** | Tools and equipment are to include but not be limited to truck mounted cranes and allocated slinging equipment |
| **Communications** | Communications are to include but not limited to verbal and visual instructions and fault reporting and may include mobile phone, site specific instructions, written instructions, plans or instructions related to job/task, two way radio and hand signals |
|                            | On site meeting processes may include notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues |
### Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches
- Safe work procedures related to operating truck mounted cranes
- Regulatory/legislative requirements pertaining to truck mounted cranes
- Manufacturers’ specifications and instructions where specified
- Organisation work specifications and requirements
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

<table>
<thead>
<tr>
<th>Critical aspects of evidence required to demonstrate competency in this unit</th>
<th>Location, interpretation and application of relevant information, standards and specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compliance with site safety plan and OH&amp;S legislation/regulations/codes of practice applicable to workplace operations</td>
</tr>
<tr>
<td></td>
<td>Compliance with organisational policies and procedures including quality requirements</td>
</tr>
<tr>
<td></td>
<td>Safe and effective operational use of tools, plant and equipment</td>
</tr>
<tr>
<td></td>
<td>Communication and working effectively and safely with others</td>
</tr>
<tr>
<td></td>
<td>Completion of set up and operation of a truck mounted crane including all functions to their maximum extension in the loading and unloading of at least two full loads of building and construction materials and products</td>
</tr>
</tbody>
</table>
Relationship to other units • Pre-requisite units are:

BCGCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria • A knowledge of

- Workplace and equipment safety requirements
- Quality requirements
- General Construction terminology
- Plant, tools and equipment types, characteristics, uses and limitations
- Truck mounted crane techniques
- Slinging equipment
- Processes for the calculation of load mass requirements
- Material Safety Data Sheets
- Plans, drawings and specifications
- Materials handling, storage and environmentally friendly waste management
- Relevant acts, regulations and codes of practice
- Designs and functions of truck mounted cranes
- JSA’s/Safe work method statements

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to the management or facilitation of conditions or processes; and

Level 3 – relates to the design, development and evaluation of conditions or process.
How will the candidate apply the following key competency in this unit? **The candidate will need to:**

**Collect, analyse and organise information**
Collect, organise, interpret and understand the information required for operating truck mounted cranes, including work instructions, plans/sketches/diagrams, safety instructions, signage, labels, quality procedures, manufacturers’ instructions, material safety data sheets and equipment instructions

**Communicate ideas and information**
Communicate ideas and information orally and in writing, in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes

**Plan and organise activities**
Conduct activities associated with operating truck mounted cranes, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

**Work with others and in a team**
Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

**Solve problems**
Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage

**Use mathematical ideas and techniques**
Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks

**Use technology**
Use workplace technology related to operating truck mounted cranes, including the use of calculators, cranes, the use of communication devices and the reporting/recording of results

**The context of assessment**
- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints
• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

• Assessment is to comply with relevant regulatory requirements including specified Australian Standards

Methods of assessment

• Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry’s General Construction Training Package and relevant NOHSC standards where they apply

• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

• Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

• Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

• Assessment may be applied under project related conditions (real or simulated) and require evidence of process

• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

• Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

• The following resources should be made available:
  - workplace location or simulated workplace
  - hand and power tools, plant and equipment appropriate to operating truck mounted cranes
  - realistic activities covering the mandatory task requirements
  - specifications and work instructions
BSBAUD501A Initiate a quality audit

Unit Descriptor
This unit specifies the outcomes required to initiate and organise a quality audit with an auditee. It covers assessing the scope and objectives of a quality audit; communicating with the auditee regarding the proposed quality audit; identifying resources required to conduct the audit; and developing and submitting a quality audit plan.

Competency Field
Business management services

Domain
Quality auditing

Application of the Competency
A quality audit is a systematic and objective examination and comparison of activities and their results with specified requirements, and the determination about whether these are effective in meeting objectives. The types of audit may include an external or internal systems audit or process or product/service audit.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. **Assess the quality audit scope and objectives**
   1.1 *Audit objectives* are determined and discussed with the auditee, client and all other relevant parties
   1.2 *Scope* of the quality audit is determined and discussed with the auditee, client and all other relevant parties
   1.3 *Relevant standards* that impact on the environment in which the audit operates are identified
   1.4 Scope is determined commensurate with identified risks

2. **Communicate with auditee regarding proposed quality audit**
   2.1 Audit history, organisational structure and culture are determined through consultation with the auditee
   2.2 *Proposed audit methods and techniques* to be applied are negotiated and agreed with the auditee
   2.3 Audit processes are outlined to establish sequence of audit activities, and the roles of the auditors and auditees in the process

3. **Identify resources required to conduct the quality audit**
   3.1 *Resources* required to perform the quality audit efficiently and effectively are identified
   3.2 Availability of resources required to conduct the audit is confirmed with auditee
4 Develop and submit a quality audit plan

4.1 Quality audit plan is developed according to established scope and objectives
4.2 Timing, schedules and responsibilities are assigned for implementation of the audit plan
4.3 Audit priorities are developed and agreed with auditees and audit team members
4.4 Audit plan is documented and submitted to auditee

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

Audit objectives may include:

- evaluation of level of compliance of auditee’s activities, systems, processes, products or services with the quality system’s objectives
- compliance with contractual and/or legislative requirements
- measuring performance in achieving quality objectives and confirming the effectiveness of the implemented quality system in meeting specified objectives
- identifying areas of potential improvement
- evaluation of follow-up corrective action since previous audit

Scope may include:

- depth and focus of audit
- sites
- industry specific issues, for example seasonal factors
- standards to be applied
- products, services, processes and/or activities to be audited
- legal and regulatory issues
- organisational customs and protocols

Relevant standards may

- relevant legislation
### Quality Audit Methods and Techniques

**Audit methods and techniques may include:**

- analysis
- sampling
- scanning
- determining information flows
- evaluating the effectiveness of system controls
- questioning
- tracing
- trend analysis

### Resources May Include

**Resources may include:**

- number of auditors required
- experience and technical expertise of auditors
- time
- facilities
- travel and accommodation
- auditee-provided resources
- reference materials
- financial requirements

### The Quality Audit Plan May Be As Comprehensive As Necessary, and Include:

**The quality audit plan may be as comprehensive as necessary, and include:**

- entry meeting
- roles and responsibilities of auditors
- timelines and schedules
- scope and objectives of audit
- audit requirements and/or identification of relevant quality system documentation
- resource requirements
- contingency actions
- sampling techniques
- auditee provision of personnel for audit
- safety of auditors
- measurement criteria
- reporting procedures
- distribution of reports
• exit interview
• follow-up procedures
• confidentiality requirements
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have planned a number of quality audits with auditees and submitted audit plans for approval and actioning. The documented audit plans will include the scope and objectives of the audit, audit methods and techniques, required resources and schedules, and responsibilities for conducting the proposed audit.

Specific Evidence Requirements

**Required knowledge and understanding include:**

- legal issues and terminology relating to quality auditing
- audit methods and techniques
- product and/or service knowledge
- quality principles and techniques
- current audit practices
- auditor code of ethics

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- communication skills: interpersonal, listening and questioning techniques
- team work
- problem-solving
- organisational and planning skills
- time management
Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating verbally to negotiate and consult with auditee and other relevant parties associated with the audit
- communicating in writing to meet documentation requirements

Collecting, analysing and organising information (2)
- gathering information and tools
- analysing available methods to inform audit

Planning and organising activities (3)
- planning audit schedule and activities with auditee

Working in a team (2)
- working with auditee, other auditors and managers to gain approval for audit plan

Using mathematical ideas and techniques (1)
- applying basic numerical and mathematical calculation skills to auditing processes

Solving problems
- not applicable

Using technology (1)
- using word processing software to document audit plan
- using assistive technology, if required

Innovation skills (1)
- identifying improvements to performance of auditee or area being audited through the process of initiating the audit

Products that could be used as evidence include:
- completed audit plan with schedules, scope, objectives and responsibilities
- notes made in preparing the audit plan
- lists of required resources for audit

Processes that could be used as evidence include:
- how scope and objectives of audits were determined
- how audit methods and techniques were negotiated and agreed to with auditee
- how required resources for audit were determined
- how audit plan was negotiated and agreement gained for plan
Resource implications for assessment include:
- access to workplace documentation
- access to auditee's feedback on how audit plans were developed

Validity and sufficiency of evidence requires:
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- at least four examples of completed audit plans produced by the candidate for a range of situations

Integrated competency assessment means:
- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the areas of auditing, project management and frontline management
BSBCMN205A Use business technology

Unit Descriptor
This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

This unit is related to BSBCMN307A Maintain business resources.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Select and use technology| 1.1 Appropriate technology and software applications are selected to achieve the requirements of the task  
                                 | 1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user  
                                 | 1.3 Technology is used according to organisational requirements and in a way which promotes a safe work environment |
| 2. Process and organise data | 2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements  
                                 | 2.2 Input devices are operated according to organisational requirements  
                                 | 2.3 Data is stored appropriately and applications are exited without damage to or loss of data  
                                 | 2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications |
| 3. Maintain technology      | 3.1 Used technology consumables are identified and replaced in accordance with manufacturer’s instructions and organisational requirements  
                                 | 3.2 Routine maintenance is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer’s instructions and organisational requirements  
                                 | 3.3 Equipment faults are accurately identified and action taken in accordance with manufacturer’s instructions or by reporting fault to designated person |
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Technology may include:
- computer technology, such as laptops and PCs
- digital cameras
- zip drives
- modems
- scanners
- printers

Software applications may include:
- email, internet
- word processing, spreadsheet, database, accounting, or presentation packages

Organisational requirements may relate to procedures including:
- log-on procedures
- correctly identifying and opening files
- locating data
- saving and closing files
- Occupational Health and Safety policies, procedures and programs
- storing data
- manufacturer’s guidelines
- legal and organisation policy/guidelines and requirements

Input devices may include:
- keyboard
- numerical key pad
- mouse
- scanner
Range Statement

Storage of data may include:
- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back up systems
- appropriate storage/filing of hard copies of computer generated documents

Technology consumables may include:
- printer ribbons and cartridges
- CD-ROM
- zip disks
- print heads
- floppy disks
- toner cartridges
- backup tapes

Routine maintenance may include:
- regular checking of equipment
- replacing consumables
- “in-house” cleaning and servicing of equipment according to manufacturer’s guidelines
- periodic servicing by qualified or manufacturer approved technician

Equipment faults or problems may be identified or anticipated by:
- routine checking of equipment
- preparation of a maintenance program
- encouraging feedback from work colleagues
- regular back-ups of data
- keeping a log book of detected faults
- regular Occupational Health and Safety inspections
- checking that repairs have been carried out
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selection and application of functional software applications to produce workplace documents
- Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances
- Access, retrieval and storage of required data

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation’s policies, plans and procedures, especially in regard to file-naming and storage conventions
- The correct log-on and shut-down procedures for computer equipment
- Organisational IT procedures including back-up and virus protection procedures
- Basic technical terminology in relation to reading help-files and manuals
- Methods of detecting faults in and solving problems with business technology

Underpinning Skills

- Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;
- Communication skills to request advice, receive feedback and work with a team
- Problem solving skills to solve routine problems
- Keyboarding skills to produce basic workplace documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.
BSBCMN206A Process and maintain workplace information

Unit Descriptor: This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems. This unit is related to BSBCMN305A Organise workplace information.

Competency Field: Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect information</td>
<td>1.1 Collection of <em>information</em> is timely and relevant to organisational needs</td>
</tr>
<tr>
<td></td>
<td>1.2 <em>Business equipment/technology</em> available in the work area is used to obtain information effectively</td>
</tr>
<tr>
<td></td>
<td>1.3 <em>Organisational requirements</em> relating to security and confidentiality are applied to information handling</td>
</tr>
<tr>
<td>2. Process workplace information</td>
<td>2.1 Business equipment/technology is used to process information in accordance with <em>organisational requirements</em></td>
</tr>
<tr>
<td></td>
<td>2.2 Information is processed in accordance with defined timeframes, guidelines and procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 <em>Information</em> is updated, modified and filed in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Information is collated and despatched in accordance with specified timeframes and organisational requirements</td>
</tr>
<tr>
<td>3. Maintain information systems</td>
<td>3.1 Information and filing systems are maintained in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 <em>Inactive or dead files</em> are identified, <em>removed</em> and/or <em>relocated</em> in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 New files are established and assembled in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Reference and index systems are updated in accordance with organisational requirements</td>
</tr>
</tbody>
</table>
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Information may include:**
- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- minutes of meetings

**Business equipment/technology may include:**
- photocopier
- computer
- printer
- binder
- filing systems (manual/computerised/electronic)
- answering machine
- fax machine
- telephone
Range Statement

Organisational requirements may include:
- procedures for deciding which records should be captured and filed
- security procedures
- legal and organisation policy/guidelines and requirements
- despatching and collecting procedures
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs

Removing inactive or dead files may include:
- transferring records from the active filing system to secondary storage
- transferring files at regular intervals or routinely checking for dead or inactive files
- periodically archive or delete files
- compressing computer files prior to archiving

Relocation of information may include:
- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- printed material
- photographic material

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Application of organisational policies and procedures for collecting and processing workplace information
- Maintains accuracy in recording and documenting information
- Correct storage and classification of documents
- Maintenance of information records
Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of the organisation’s record keeping/filing systems and security procedures
- Understanding organisational policies and procedures relating to collecting and processing workplace information

Underpinning Skills

- Literacy skills to read and understand organisation’s recordkeeping and information (including classification) systems; follow sequenced written instructions; to comprehend/interpret nature of record content
- Interpreting and applying relevant access and security rules and conditions
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills including reporting of information
- Numeracy skills in relation to sequencing and indexing files
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

**Key Competency Levels**

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
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<tbody>
<tr>
<td>Level 2</td>
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</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to store and despatch information
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBCMN213A Produce simple wordprocessed documents

Unit Descriptor
This unit covers preparation and production of short routine letters, notes, memos and records using word processing software. This unit is related to BSBCMN107A Operate a personal computer, BSBCMN108A Develop keyboard skills and BSBCMN306A Produce business documents.

Competency Field
Common

Element  Performance Criteria

1. Use safe work practices
   1.1 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
   1.2 Work organisation meets organisational and Occupational Health and Safety requirements for computer operation
   1.3 Energy and resource conservation techniques are used to minimise wastage in accordance with organisational and statutory requirements

2. Confirm document requirements
   2.1 Document purpose, audience and presentation requirements are clarified with relevant personnel in accordance with organisational policy and procedures
   2.2 Organisational requirements in relation to document style, storage and security requirements are identified

3. Produce documents
   3.1 Text is entered, checked and amended in accordance with organisational and task requirements
   3.2 Software functions are utilised for consistency of design and layout and document is formatted in accordance with organisational style and presentation requirements
   3.3 Manuals, user documentation and on-line help are used to overcome problems with document presentation and production
   3.4 Mailable document is previewed, adjusted and printed in accordance with organisational and task requirements
   3.5 Documents are prepared within designated timelines, organisational requirements and Australian standards for speed and accuracy
Element | Performance Criteria
--- | ---
3.6 Document is named and stored, in accordance with organisational requirements and the application exited without information loss/damage

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage / location of data
- standard formats
- author’s instructions
- use of templates

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks
Range Statement

Conservation techniques may include:

- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- disposing of non-confidential waste paper in recycling bins
- utilising power-save options for equipment

Documents may include:

- memos
- faxes
- letters
- standard form letters
- labels
- envelopes
- agendas
- minutes
- briefing papers
- short reports
- simple one-page flyers

Software functions may include:

- default settings
- page setup
- paragraph formatting
- text formatting
- tabs
- line spacing
- page numbers
- headers/footers
- spell check
- grammar check
- indent
- document protection
Range Statement

Formatting may include:
- page orientation
- margins
- company logo / letterhead
- columns
- enhancements to text – colour, size, orientation
- enhancements to format – borders, patterns and colours
- alignment on page
- headers/footers

Designated timelines may include:
- timeline agreed with supervisor/person requiring document/s
- timeline agreed with internal/external client
- organisation timeline eg deadline requirements

Printing may include:
- printer setup
- whole document
- specified pages
- odd or even pages
- multiple copies

Naming and storage of documents may include:
- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure eg numbers rather than names
- storage in folders / sub-folders
- storage on hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security
- authorised access
Range Statement

Checking may include:
- proofreading
- accuracy of information
- spelling, electronically and manually
- grammar
- consistency of layout
- ensuring instructions with regard to content and format have been followed

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of simple word processing functions
- Knowledge of standard document layout
- Knowledge of simple document design principles
- Knowledge of organisational requirements for simple wordprocessed documents

Underpinning Knowledge*
* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.
- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the purposes of and the uses and function of wordprocessing software.
- Organisational requirements for ergonomics, work periods and breaks, and conservation techniques.
- Formatting styles and rules of the organisation’s style guide
- Effect of formatting on readability and appearance of documents
Evidence Guide

Underpinning Skills
- Keyboarding and technology skills
- Literacy skills for reading and understanding the organisation’s procedures; using basic models to produce a range of correspondence; using page layout to support text structure
- Proofreading and editing skills for checking own work and re-reading for accuracy against original
- Communication including questioning and clarifying
- Problem solving skills to solve routine problems
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Consistency of Performance
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Resource Implications
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:
  - workplace reference materials such as style guides
  - computer equipment with wordprocessing software
  - English dictionary

Context/s of Assessment
- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit
### Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th></th>
<th>Collect, analyse and organise information</th>
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<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.

1. Perform
2. Administer
3. Design

- **Collecting, analysing and organising information** – to meet organisational requirements
- **Communicating ideas and information** – through well-designed business documents
- **Planning and organising activities** – to meet designated timelines
- **Working with teams and others** – to determine document purpose and audience
- **Using mathematical ideas and techniques** – to determine spatial design requirements
- **Solving problems** – using manuals and on-line help
- **Using technology** – to produce wordprocessing documents

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBCMN305A Organise workplace information

Unit Descriptor
This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation’s work processes and information management systems.

This unit is related to BSBCMN206A Process and maintain workplace information, BSBCMN212A Handle mail and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN306A Produce business documents.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Collect and assess information | 1.1 *Information* held by the organisation on products and services is assessed for accuracy and relevance to *organisational requirements*  
1.2 *Methods of collecting information* are reliable and make efficient use of available time and resources  
1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options  
1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members  
1.5 Appropriate *interpersonal skills* are used to access relevant information from individuals and teams |
| 2. Organise information | 2.1 Information is organised in a *format* suitable for analysis, interpretation and dissemination in accordance with organisational requirements  
2.2 *Business equipment/technology* is used to maintain information in accordance with organisational requirements  
2.3 Information and materials are collated and communicated to relevant *designated persons*  
2.4 Difficulties organising and accessing information are identified and solved collaboratively with individuals and team members  
2.5 Information is updated and stored in accordance with organisational requirements |
### Element

#### 3. Review information needs

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Feedback on sufficiency of information is actively sought to ensure relevance of information in accordance with organisational requirements</td>
</tr>
<tr>
<td>3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented</td>
</tr>
<tr>
<td>3.3 Future information needs are identified and incorporated in modifications to collection processes</td>
</tr>
<tr>
<td>3.4 Future information needs are documented and incorporated in modifications to reporting processes</td>
</tr>
</tbody>
</table>

### Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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

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

**Information held by the organisation may include:**

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- financial figures
- production targets

**Organisational requirements may include:**

- quality assurance and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
Range Statement

- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols

Methods used to collect information may include:

- interviews with colleagues/customers
- recruitment applications and other forms
- classification tools
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing
- networking
- consultation methods, techniques and protocols
- seeking feedback from group members to confirm understanding

Suitable format of information may include:

- using tables and charts
- using a particular software application
- incorporating graphics and pictures
- adding headers and footers
- use of legends
- inserting symbols

Business equipment/technology may include:

- photocopier
- computer
- email
- internet/extranet/intranet
- shredder
- answering machine
- fax machine
- telephone
Range Statement

Designated persons may include:
- supervisor
- clients
- colleagues
- external agencies
- committee
- line management
- statutory bodies

Feedback on sufficiency of information could be obtained from:
- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Providing accurate information for defined purposes
- Maintaining and handling data and documents systematically
- Checking and reviewing data for relevance and accuracy
- Presenting information and data clearly
- Identifying and complying with organisational requirements
- Using business technology to manage information

Underpinning Knowledge*
* At this level the learner must demonstrate some relevant theoretical knowledge.
- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of organisation’s record keeping/filing systems and security procedures and safe recording practices
Evidence Guide

- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Methods for checking that decisions are consistent with available information
- Knowledge of safe record keeping procedures
- Understanding methods for checking the validity of information and its sources
- Knowledge of preparing and planning documentation
- Principles of interpersonal communication

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Planning skills to organise work priorities and arrangements
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task; display information in a format suitable to the target audience
- Writing and speaking skills to communicate advice and information effectively
- Analytical skills to classify and report information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

Key Competency Levels

_NB:_ These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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<th>Collect, analyse and organise information</th>
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Three levels of performance denote level of competency required to perform a task.

1. Perform  
2. Administer  
3. Design

- **Collecting, analysing and organising information** – to store and despatch information
- Communicating ideas and information – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBCMN306A Produce business documents

Unit Descriptor
This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application.

This unit relates to BSBCMN213A Produce simple wordprocessed documents and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN305A Organise workplace information.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Select and prepare resources</td>
<td>1.1 Appropriate technology and software applications are selected and utilised to produce required business documents</td>
</tr>
<tr>
<td></td>
<td>1.2 Organisational requirements for information entry, storage, output and quality of presentation are identified prior to design of documentation</td>
</tr>
<tr>
<td></td>
<td>1.3 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user</td>
</tr>
<tr>
<td>2. Design document</td>
<td>2.1 Document design is appropriate for the efficient entry of information and maximises the presentation and appearance of information</td>
</tr>
<tr>
<td></td>
<td>2.2 Files and records are identified, opened, generated and amended according to task and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 A range of functions are used to ensure consistency of design and layout</td>
</tr>
<tr>
<td></td>
<td>2.4 Input devices are operated within designated speed and accuracy requirements</td>
</tr>
<tr>
<td>3. Produce document</td>
<td>3.1 Document production is completed within designated timelines according to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Documents produced are checked to ensure they meet task requirements for style and layout</td>
</tr>
<tr>
<td></td>
<td>3.3 Storage of documents is appropriate and applications are exited without damage to or loss of information</td>
</tr>
<tr>
<td></td>
<td>3.4 Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production</td>
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Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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

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

Technology may include:

- computers
- scanners
- photocopiers
- printers

Software may include:

- word processing packages
- spreadsheet packages
- database packages
- accounting packages
- presentation packages

Business documents may include:

- newsletters
- client databases
- proposals
- reports
- accounts statements
- project reviews
- web pages
### Range Statement

**Organisational requirements may include:**

- quality assurances and/or procedures manuals
- log-on procedures
- legal and organisational policy/guidelines and requirements
- correctly identifying and opening files
- locating data
- budgets
- Occupational Health and Safety policies, procedures and programs
- security
- saving and closing files
- storing data
- manufacturer’s guidelines

**Functions used when designing a document may include:**

- using styles
- merging documents
- table formatting
- using columns
- spell checking
- editing
- alternating headers and footers

**Input devices may include:**

- keyboard
- numerical key pad
- mouse
- scanner

**Storage of documents may include:**

- storage in directories and sub-directories
- storage on CD-ROMs, disk drives or back up systems
- storage/filing of hard copies of computer generated documents
- storage/filing of hard copies of incoming and outgoing facsimiles
- storage/filing of incoming and outgoing correspondence
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selecting and applying appropriate technology and software
- Designing and producing business documents using a software application
- Using of a range of functions which enhance the presentation and readability of the document
- Applying OHS procedures for set up of workstation and operation of computer
- Using data storage options

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation’s policies, plans and procedures
- Understanding the functions and features of contemporary computer applications
- Techniques and methods used to check accuracy
- Understanding how to select appropriate technology for production requirements
- Knowledge of organisational requirements for document design eg. style guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Problem solving skills to determine document design and production processes
- Numeracy skills to access and retrieve data
- Keyboarding and computer skills to complete a range of formatting and layout tasks
Evidence Guide

- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit
Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Three levels of performance denote level of competency required to perform a task.

1. Perform
2. Administer
3. Design

- Collecting, analysing and organising information – to design document layout
- Communicating ideas and information – through appropriate presentation and format of documents
- Planning and organising activities – for self
- Working with teams and others – in completing scheduled tasks
- Using mathematical ideas and techniques – as an aid to checking accuracy
- Solving problems – to identify application problems
- Using technology – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
### BSBCMN307A Maintain business resources

**Unit Descriptor**
This unit covers the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

This unit is related to BSBCMN205A Use business technology, BSBCMN406A Maintain business technology and BSBCMN407A Coordinate business resources.

**Competency Field**
Common

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
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</table>
| 1. Advise on resource requirements | 1.1 Estimates of future and present *business resources* are calculated in accordance with *organisational requirements*  
1.2 Advice is clear, concise and relevant to achievement of organisational requirements  
1.3 Information is provided on the most economical and effective choice of equipment, materials and suppliers  
1.4 Resource shortages and possible impact on operations are identified |
| 2. Monitor equipment/resource usage and maintenance | 2.1 Resource handling is in accordance with established organisational requirements including *Occupational Health and Safety requirements*  
2.2 *Business technology* is used to monitor and identify the effective use of equipment and resources  
2.3 Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources  
2.4 Relevant *policies regarding resource use* are identified and adhered to in the performance of operational tasks  
2.5 Resource usage is routinely monitored and compared with estimate requirements in budget plans |
| 3. Acquire resources | 3.1 Acquisition and storage of resources is in accordance with organisational requirements  
3.2 Acquisition of resources is cost effective and consistent with organisational timelines  
3.3 Resources are acquired within available timelines to meet identified requirements |
Element | Performance Criteria
--- | ---
3.4 | *Resource acquisition processes* are reviewed to identify improvements in future resource acquisitions

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace including:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Business resources may include:**
- facilities
- software
- raw materials
- human resources
- stock and supplies

**Organisational requirements may be included in:**
- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- security and confidentiality requirements
- management and accountability channels
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- manufacturer’s and operational specifications
Range Statement

Occupational Health and Safety requirements may include:
- reporting requirements
- site access
- equipment use
- first-aid kit
- decision making delegations
- medical attention

Business technology may include:
- computers
- computer applications
- modems
- personal schedules
- email
- internet/extranet/intranet
- photocopiers

Policies regarding resource use may include:
- ordering procedures
- time management
- transport/travel policies
- purchasing authorities
- budgeting limits
- recruitment and personnel

Resource acquisition processes may include:
- tendered processes
- non-tendered processes
- contracted supplier ordering
- internal approvals
- periodic forecasts

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Collecting and recording data on resource use
- Observing resource use over defined and operational timeframes
- Preparing reports to advise on resource needs
- Accessing resources to maintain operations in line with requirement outcomes
- Undertaking routine maintenance
Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation’s resource acquisition policies, plans and procedures
- Understanding the functions of a range of business equipment
- Understanding the organisational procedures for record keeping/filing systems, security and safe recording practices
- Knowledge of organisation’s business structure
- Understanding procedures for routine maintenance

Underpinning Skills

- Literacy skills to read and understand organisation’s policies and procedures; write simple instructions for a particular routine task
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Evaluation skills to diagnose faults and to monitor resource usage
- Problem solving skills to determine appropriate fault repair actions
- Numeracy skills to calculate resource/equipment expenditure
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

• Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Three levels of performance denote level of competency required to perform a task.


• **Collecting, analysing and organising information** – to identify resource needs

• **Communicating ideas and information** – with members of the work team

• **Planning and organising activities** – for self

• **Working with teams and others** – in completing scheduled tasks

• **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks

• **Solving problems** – to identify equipment faults

• **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBCMN310A Deliver and monitor a service to customers

Unit Descriptor
This unit covers the skills and knowledge required to identify customers’ needs and monitor a service provided to customers. This unit is related to BSBCMN208A Deliver a service to customers and BSBCMN410A Coordinate implementation of customer service strategies.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
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| 1. Identify customers’ needs | 1.1 Customers’ *needs and expectations* are clarified and accurately identified using *appropriate interpersonal skills*  
1.2 Customers’ needs are assessed for urgency to determine priorities for service delivery in accordance with *organisational requirements*  
1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options  
1.4 Limitations in addressing customers’ needs are identified and appropriate assistance is sought from *designated individuals* |
| 2. Deliver a service to customers | 2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements  
2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.  
2.3 Customers’ complaints are handled sensitively and courteously in accordance with organisational requirements  
2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements  
2.5 Available *opportunities* are identified and used to promote and enhance services and products to customers |
| 3. Monitor and report on service delivery | 3.1 Customer satisfaction with service delivery is regularly reviewed using *verifiable evidence* in accordance with organisational requirements |
Element | Performance Criteria
--- | ---
3.2 | Opportunities to enhance the quality of service and products are identified and pursued within organisational requirements
3.3 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements
3.4 | Customer feedback is regularly sought and used to improve the provision of products and services
3.5 | Decisions to modify products or services incorporate evidence of customer satisfaction and are within organisational requirements
3.6 | Reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Customer needs and expectations may relate to:**
- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation’s products and services
- returning organisation’s products and services
- accuracy of information
- fairness/politeness
- prices/value
**Range Statement**

**Appropriate interpersonal skills may include:**
- using appropriate body language
- summarising and paraphrasing to check understanding of customer’s message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer’s needs
- listening actively to what the customer is communicating

**Customers can be:**
- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

**Organisational requirements may include:**
- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

**Designated individuals may include:**
- supervisor
- customers
- colleagues
- line management
### Range Statement

**Customers’ complaints may include:**
- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- product not delivered on time
- customer satisfaction with service quality

**Customers with special needs may include:**
- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture
- age

**Opportunities for enhancing quality of service or product may include:**
- procedures for delivery of goods
- returns policy
- system for recording complaints
- extending timelines
- packaging procedures
- update of customer service charter

**Verifiable evidence may include:**
- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of excellent customer service
- Understanding the organisation’s business structure, products and services
- Understanding the organisation’s policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Understanding the principles of quality assurance
- Understanding public relations and product promotion
- Consultation methods, techniques and protocols
- Techniques for dealing with customers, including customers with special needs
Evidence Guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to identify and elaborate on customer service strategies; assess information for relevance and accuracy; source additional information as required
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to deal with customer enquiries or complaints
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
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Key Competency Levels

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Three levels of performance denote level of competency required to perform a task.

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBCM316A Process customer complaints

Unit Descriptor
This unit specifies the outcomes required to handle formal and informal negative feedback and complaints from customers.

Competency Field
Common

Domain
Customer service

Application of the Competency
This unit would typically apply to that part of a person’s role where he/she has responsibility for or may be more concerned with the processing of customer service complaints.

These workers would be expected to have a detailed knowledge of products and customer service systems and procedures and be able to apply the organisation’s procedures for dealing with customers.

The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Respond to complaints

   1.1 *Customer complaints* are processed in accordance with organisational procedures established under company policies, legislation or codes of practice and by using *effective communication*

   1.2 Necessary reports relating to the complaints are obtained, *documented* and reviewed

   1.3 Decisions are made, taking into account applicable law, company policies and code

   1.4 Resolution of the complaint is negotiated and agreed where possible

   1.5 A register of complaints/disputes is maintained

   1.6 The customer is informed of outcome of the investigation

2. Refer complaints

   2.1 Complaints that require referral to other personnel or external bodies are identified

   2.2 *Referrals* are made to appropriate personnel for follow-up in accordance with individual level of responsibility

   2.3 All documents and investigation reports are forwarded

   2.4 Appropriate personnel are followed-up to gain prompt decisions
3. Exercise judgment to resolve customer service issues

3.1 Implications of issues for the customer and for the organisation are identified
3.2 Appropriate options for resolution are analysed, explained and negotiated with the customer
3.3 Viable options proposed are in accordance with appropriate legislative requirements and enterprise policies
3.4 Matters for which a solution cannot be negotiated are referred to appropriate personnel

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice
- internal or external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Customers may include:

- straightforward customer dissatisfaction
- scenarios where external bodies such as police are required
- different types of severity, formality and sources
- the level of documentation required
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention

Customer complaints may vary in terms of:

Effective communication techniques may include:
• maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate
• using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
• using clear written information/communication

Documented reports may be recorded in the following ways:
• completed forms and written reports
• using audio-visual tapes
• using computer-based systems

Lines of referrals may include:
• relevant superiors in the organisational hierarchy
• external bodies e.g. ombudsman, ICAC, police

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have applied organisational and administrative skills in the efficient processing of customer complaints. They must have demonstrated the ability to apply organisational and/or industry procedures to a range of situations and to exercise judgement in this application and to recommend appropriate action, along with an ability to facilitate other people to undertake appropriate customer service. A knowledge of the relevant legal and ethical framework is also required.

Specific Evidence Requirements

Required knowledge and understanding include:
• relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
  – occupational health and safety and environmental issues
  – equal opportunity, anti-discrimination and diversity
  – industrial relations and consumer relations
  – privacy
• the relevant legal and ethical framework
• relevant organisational procedures and standards for processing complaints and recommending appropriate action

• an understanding and application of:
  – the importance of customer feedback
  – the importance of good communication
  – the individual’s role in processing customer complaints

Required skills and attributes include:

• ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities

• language, literacy and numeracy requirements:
  – language skills which allow for adequate communication with customers and team members
  – literacy skills to the level required to process customer complaints
  – numeracy skills to the level required to interpret customer complaints and to take required actions

• ability to apply organisational and/or industry procedures to a range of situations and to exercise judgement in this application, along with an ability to facilitate other people to undertake appropriate customer service

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)
  • receiving and recording customer feedback
  • communicating information to customers

Collecting, analysing and organising information (2)
  • recording customer feedback
  • recording customer information including problems and delays

Planning and organising activities (2)
  • following-up problems or delays

Working in a team (1)
  • working with team members to promote customer relationships
Using mathematical ideas and techniques (1) • producing customers records

Solving problems (2) • reducing problems and delays

Using technology (1) • recording customer service information

Innovation skills (2) • improving customers relationships • developing opportunities to provide prompt service

Products that could be used as evidence include:
• customer satisfaction surveys
• diaries or journals
• evidence from role-plays
• reports from customers, colleagues or supervisors

Processes that could be used as evidence include:
• completed written materials including customer record forms
• direct observation of work performance
• customer satisfaction survey reports

Resource implications for assessment include:
• where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required
• access to workplace documents
• access to opportunities to observe the individual in the workplace or in small group discussions and presentations

Validity and sufficiency of evidence requires:
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• at least two examples of the candidate applying organisational and/or industry procedures and exercising judgement in this application to recommend appropriate action in regard to a customer complaint

Integrated competency assessment means:
• that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
• that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge
that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom.
BSBCM319A Apply advanced first aid

Unit Descriptor

This unit specifies the outcomes required to provide advanced first aid in emergency situations, manage the incident and response, and communicate with others involved in the treatment or response.

Competency Field

Common

Domain

First aid

Application of the Competency

This unit covers the application of skills and knowledge in an emergency in the workplace where advanced treatment options are applied. It is about assessing the situation, managing the casualty, coordinating first aid until arrival of medical assistance, communicating details of the incident to others involved in treatment, and evaluating the incident after the event to learn from the situation activities. The treatment options are of a more advanced nature than those outlined in the unit BSBCM319A Apply basic first aid, which is a pre-requisite to this unit.

Training Package users should ensure implementation is consistent with any relevant legislative requirements in relation to first aid. When co-assessed with BSBCM319A Apply basic first aid, this unit is equivalent to skill outcomes achieved on completion of a senior or advanced first aid certificate.

Note that element 5 'Manage casualty in a remote and/or isolated area' should only be assessed when required by a workplace.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element Performance Criteria

Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1 Assess the situation

1.1 Physical hazards are identified and minimised according to OHS requirements and workplace procedures

1.2 Risks to first aider and others are assessed and an appropriate response determined to ensure prompt control of situation

1.3 Need for emergency services and/or medical assistance is ascertained and prioritised and triage undertaken where required
2 Manage the casualty(s)

2.1 Agreement for management of the casualty's injury/illness is sought from person(s), as applicable

2.2 Welfare procedure is determined and implemented according to casualty's needs

2.3 Effects of injury are controlled and appropriate *first aid management* is determined and applied to meet the needs of the casualty and the situation

2.4 *Medication* is administered according to relevant legislation and manufacturer's/supplier's instructions and subject to casualty's regime

2.5 *Casualty's condition* is monitored and responded to in a timely manner in accordance with effective *first aid principles*

2.6 Life support equipment is correctly operated where appropriate according to relevant legislation and manufacturer's/supplier's instructions

2.7 Management is finalised according to casualty's needs and first aid principles

3 Coordinate first aid activities until arrival of medical assistance

3.1 Available *resources* required are identified and *communication links* with appropriate personnel, emergency management services and medical assistance are established as appropriate

3.2 Correct amount of resources are deployed to appropriate locations in an effective manner to ensure timely arrival of required resources

3.3 The provision of resources is documented and modifications recommended

3.4 The management of the casualty is monitored in accordance with first aid principles and workplace procedures

3.5 Evacuation of the casualty is coordinated according to worksite evacuation procedures

3.6 Support services are arranged for personnel involved in the incident in accordance with workplace principles and procedures

4 Communicate essential incident details

4.1 Communication is maintained with relevant personnel using appropriate media and equipment

4.2 First aid information is communicated with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures

4.3 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness
5 Manage casualty in a remote and/or isolated area

5.1 Preparation for isolated travel and work is undertaken, accounting for expected contingencies

5.2 Casuality's condition is assessed and appropriate response is determined in order to minimise hazards and determine need for medical assistance

5.3 Casuality's condition is monitored and responded to in accordance with effective first fid principles

5.4 Reassurance and support are provided to the casualty during the wait for medical assistance

5.5 Shelter from elements is undertaken in accordance with environmental conditions

5.6 Documentation of condition of the casualty is made over time to assist in ongoing management

5.7 Communication links to medical services are established to ensure prompt control action is undertaken

5.8 Administration of medication is undertaken under medical instruction, using relevant communication equipment

5.9 Decision whether to transport the casualty to medical assistance or wait is made by evaluating environmental and casualty's condition

5.10 Assistance in the evacuation of the casualty by emergency services is provided as required

6 Evaluate the incident

6.1 Management of the incident is evaluated and, where required, an action plan is developed in consultation with relevant parties

6.2 Participation in debriefing and evaluation occurs either by self or others or both in order to improve future operations and address individuals' needs

6.3 Access is provided to bona fide critical stress facilitators where required or requested

6.4 Site management and procedures are implemented and evaluated in accordance with risk assessment

6.5 Contingency planning is formulated and reviewed to identify and select alternative management principles and procedures
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

Physical hazards may include:

- workplace hazards
- environmental hazards
- proximity of other people
- hazards associated with the casualty management processes

Risks may include:

- worksite equipment, machinery and substances
- first aid equipment (e.g. oxygen cylinders, defibrillator)
- environmental risks
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders

First aid management will need to account for:

- workplace policies and procedures
- industry and site specific regulations and codes
- occupational health and safety (OHS) requirements
- state and territory workplace health and safety requirements
- location and nature of the workplace
- environmental conditions, e.g. electrical access/risks, biological risks, weather, motor vehicle accidents
- location of emergency services personnel
- number of casualties and potential casualties
- use and availability of first aid equipment, resources and pharmaceuticals
First aid management may include:

- confined spaces, subject to industry need
- administration of analgesic gases
- cardiopulmonary resuscitation (CPR)
- infection control
- semi-automated external defibrillator (SAED)
- expired air resuscitation (EAR)

Medication may include:

- oxygen
- pain relief paracetamol in accordance with state and territory legislation, analgesics (penthrane, entonox used in mining industry)
- asthma bronchodilator drugs and aerosol bronchodilators (casualty's own or from the first aid kit in accordance with state and territory legislation)
- adrenaline (for severe allergic reactions subject to casualty's own regime)
- heart attack aspirin

Casualty's condition is managed for:

- abdominal injuries
- allergic reactions
- bleeding
- burns – thermal, chemical, friction, electrical
- cardiac conditions
- chemical contamination
- cold injuries
- crush injuries
- dislocations
- drowning
- envenomation – snake, spider, insect and marine bites
- environmental conditions such as hypothermia, dehydration, heat stroke
- epilepsy, diabetes, asthma and other medical conditions
- eye injuries
- fractures
- head injuries
• minor skin injuries
• neck and spinal injuries
• needle stick injuries
• poisoning and toxic substances
• respiratory management of asthma and/or choking
• shock
• smoke inhalation
• soft tissue injuries, including sprains, strains and dislocations
• substance abuse, including illicit drugs
• unconsciousness, including not breathing and no pulse

First aid principles include:
• checking the site for danger to self, the casualty and others and minimising the danger
• checking and maintaining the casualty's airway, breathing and circulation

Resources are used appropriate to the risk and may include:
• blood pressure cuff
• oxygen resuscitation/cylinders
• defibrillation units
• pressure bandages
• thermometers
• injections
• back boards
• stretchers
• soft bag resuscitator
• first aid kit
• eyewash
• thermal blankets
• pocket face masks
• rubber gloves
• dressings
• spacer devices
• cervical collars
Communication links may include but not be limited to:
- mobile phone
- satellite phone, HF/VHF radio and two-way radio
- flags, flares and hand signals
- email
- electronic equipment

Preparation for isolated travel and work may include:
- selection of relevant communication equipment
- relevant first aid supplies and resources to cater for environmental conditions

Documentation, especially in remote/isolated areas, may include:
- time
- fluid intake/output
- blood, vomit, faeces, urine
- administration of medication including time, date, person administering, dose
- vital signs

In remote/isolated areas, decision to travel or wait would depend upon:
- severity of injury
- time required for medical assistance to arrive
- movement that might hinder rescue procedures

Evidence Guide
The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements
A person who demonstrates competence in this unit must be able to provide evidence that they can apply knowledge and skills to the provision of advanced first aid in an emergency situation over a variety of situations.

As the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies.

Specific Evidence Requirements
Required knowledge and understanding include:
- OHS legislation and regulations
- legal responsibilities and duty of care
- how to gain access to and interpret material safety data sheets (MSDSs)
Required skills and attributes include:

- company standard operating procedures (SOPs)
- state and territory regulatory requirements relating to currency of skill and knowledge
- debriefing counselling procedures
- dealing with social problems and confidentiality
- capabilities of emergency management services
- knowledge of the first aider's skills and limitations
- respiratory and circulatory system
- basic anatomy skeleton, muscles, joints, bones
- basic physiology
- basic toxicology
- infection control
- bleeding control
- airway management
- care of unconscious persons
- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- resuscitation
- the use of a semi-automated defibrillator
- delivery of oxygen
- demonstration of first aid principles
- adequate infection control procedures
- safe manual handling
- consideration of the welfare of the casualty
- initial casualty assessment
- report preparation
- communication skills
- incident management skills
- ability to interpret and use listed documents
- transport techniques
- assertiveness skills
- leadership
Key competencies or generic skills relevant to this unit

- decision making

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)
- communicating verbally with casualty, bystanders, medical staff in emergency situation
- completing required workplace records of incident

Collecting, analysing and organising information (2)
- applying knowledge/skills to treatment of casualty

Planning and organising activities (2)
- planning treatment options
- organising for casualty's treatment to be taken over by more advanced first aiders, medical staff etc

Working in a team (3)
- working with other first aid providers, ambulance staff, bystanders and medical staff

Using mathematical ideas and techniques (-)
- not applicable

Solving problems (3)
- solving problems associated with the identification of cause of incident in responding to emergency
- where applicable, solving problems associated with providing treatment in isolated locations

Using technology (2)
- using equipment in first aid kit

Innovation skills (1)
- evaluating incident to learn lessons from situation

Products that could be used as evidence include:
- demonstrations of applying first aid treatment in simulated situations that replicate real situations as close as possible over a range of situations
- reports and records made as a result of treatment provided in emergency situations

Processes that could be used as evidence include:
- how physical hazards to own health and others’ safety were identified and allowed for
- how treatment options were selected given symptoms displayed by casualty
- how emergency situation was managed
how records and reports were made of emergency treatment
where applicable, how emergency situations were managed in isolated locations
how incidents were evaluated

Resource implications for assessment include:
access to simulations and hypothetical situations for assessment purposes
access to workplace records

Validity and sufficiency of evidence requires:
that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
that the following are provided:
- at least three examples of treatment options which are selected appropriately to symptoms exhibited and applied in real or simulated situations involving a range of techniques including EAR (Expired Air Resuscitation) and CPR (Cardio-Pulmonary Resuscitation)
- demonstrations, and
- an assessment (written or oral) of underpinning knowledge and skills
that, as the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies

Integrated competency assessment means:
that his unit will usually be assessed alone or together with the unit, BSBCMN320A Maintain first aid equipment and resources. The unit BSBCMN218A Apply basic first aid is a pre-requisite to this unit
BSBCMN402A Develop work priorities

Unit Descriptor
This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.
This unit is related to BSBCMN302A Organise personal work priorities and development.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Plan and complete own work schedule | 1.1 *Workgroup* plans are prepared to reflect consideration of resources, client needs and workgroup targets  
1.2 *Work objectives* and priorities are analysed and incorporated into personal schedules and responsibilities  
1.3 *Factors* affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans  
1.4 *Business technology* is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks |
| 2. Monitor own work performance | 2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives  
2.2 *Feedback on performance* is actively sought from colleagues and clients and evaluated in context of individual and group requirements  
2.3 Variations in the quality of service and products are routinely identified and reported in accordance with *organisational requirements* |
| 3. Coordinate professional development | 3.1 Personal knowledge and skills are assessed against *competency standards* performance descriptions to determine development needs and priorities  
3.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues  
3.3 *Feedback* is used to identify and develop ways to improve competence within available opportunities |
Element | Performance Criteria
--- | ---
3.4 New skills are identified and *professional development activities* are accessed and completed to facilitate continuous learning and career development
3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**They may use legislation, codes and national standards relevant to the workplace including:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Workgroup plans may include:**
- sales plans
- reporting plans
- production plans
- budgetary plans
- team participation
- work schedules
- team and individual learning goals

**Work objectives may include:**
- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals
## Range Statement

**Factors affecting the achievement of work objectives may include:**
- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- personnel
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

**Business technology may include:**
- computers
- computer applications
- personal schedules
- modems
- scanners
- email and internet/intranet/extranet
- photocopiers
- facsimile machines
- printers

**Feedback on performance may include:**
- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

**Organisational requirements may be included in:**
- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

**Competency standards are standards which measure:**
- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner’s work function
Range Statement

Professional development activities may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Preparing and communicating work plans
- Scheduling work objectives and tasks to support the achievement of goals
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies
- Using business technology to monitor self development

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation’s policies, plans and procedures
- Understanding of methods to elicit, analyse and interpret feedback
- Knowledge of techniques to prepare personal plans and establish priorities
- Knowledge of quality standards for products and services
Evidence Guide

- Knowledge of relevant business technology applications
- Understanding of methods to evaluate own performance
- Processes to interpret competency standards and apply them to self
- Methods to identify and prioritise personal learning needs
- Understanding range of professional development activities and criteria to apply in choosing between them

Underpinning Skills

- Literacy skills to understand the organisation’s policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
- Problem solving skills to develop contingency plans
- Evaluation skills for assessing outcomes
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Time management skills to complete tasks within agreed timeframes
- Observation skills for identifying opportunities for learning and development
- Participation skills for integrating as a member of a work team
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
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<td>Level 2</td>
<td>Level 1</td>
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</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.
- Collecting, analysing and organising information – to measure self-performance
- Communicating ideas and information – with members of the work team
- Planning and organising activities – for self
- Working with teams and others – in completing scheduled tasks
- Using mathematical ideas and techniques – as an aid to measure and schedule tasks
- Solving problems – as an aid to self-development
- Using technology – to manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBCMN404A Develop teams and individuals

**Unit Descriptor**
This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

This unit is related to BSBCMN304A Contribute to personal skill development and learning.

**Competency Field**
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine development needs</td>
<td>1.1 <em>Learning and development needs</em> are systematically identified and implemented in line with organisational requirements</td>
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<tr>
<td></td>
<td>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</td>
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<td></td>
<td>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</td>
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<td></td>
<td>1.4 <em>Feedback on performance</em> of team members is collected from relevant sources and compared with established team learning needs</td>
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<tr>
<td>2. Develop individuals and teams</td>
<td>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards</td>
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<td></td>
<td>2.2 <em>Learning delivery methods</em> are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</td>
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<td></td>
<td>2.3 Workplace learning opportunities and <em>coaching and mentoring assistance</em> are provided to facilitate individual and team achievement of competencies</td>
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<td></td>
<td>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</td>
</tr>
<tr>
<td></td>
<td>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</td>
</tr>
<tr>
<td>3. Monitor and evaluate workplace learning</td>
<td>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
3.2 | Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support
3.3 | Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning
3.4 | Records and reports of competency are documented and maintained within organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Learning and development needs may include:
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning
Range Statement

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner’s work function

Learning delivery methods may include:

- on-the-job coaching or mentoring
- problem solving
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
- conference and seminar attendance
- induction
Range Statement

Equipment and resources may include:

- funding
- facilities
- guest speakers
- training equipment such as whiteboards and audio-visual equipment
- technological tools and equipment
- time

Coaching and mentoring assistance may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of coaching and mentoring for development of competence
Evidence Guide

- Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Understanding how to facilitate team development and improvement
- Knowledge of the organisation’s policies, plans and procedures
- Understanding methods and techniques for eliciting and interpreting feedback
- Understanding methods for identifying and prioritising personal development opportunities and options
- Knowledge of career paths and competency standards in the industry

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Planning skills to organise required resources and equipment to meet learning needs
- Coaching and mentoring skills to provide support to colleagues
- Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Facilitation skills to conduct small group training sessions
- Time management skills for scheduling learning programs within work activities
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

Key Competency Levels

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
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<td>Level 2</td>
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<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to measure team performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for learning opportunities
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure learning outcomes
- **Solving problems** – as an aid to team-development
- **Using technology** – to manage scheduling of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBCM405A Analyse and present research information

Unit Descriptor
This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.
This unit is related to BSBCM305A Organise workplace information and BSBCM306A Produce business documents.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather and organise information</td>
<td>1.1 <em>Information</em> is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with <em>organisational requirements</em></td>
</tr>
<tr>
<td></td>
<td>1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 <em>Methods of collecting information</em> are reliable and make efficient use of resources in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 <em>Business technology</em> is used to access, organise and monitor information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements</td>
</tr>
<tr>
<td>2. Research and analyse information</td>
<td>2.1 <em>Objectives of research</em> are clearly defined and consistent with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Data used in research is valid and relevant to research purposes</td>
</tr>
<tr>
<td></td>
<td>2.3 <em>Research strategies</em> are appropriate to the requirements of the research and make efficient use of available resources</td>
</tr>
<tr>
<td></td>
<td>2.4 <em>Methods of data analysis</em> are reliable and suitable to research purposes</td>
</tr>
<tr>
<td></td>
<td>2.5 Assumptions used in analyses are clear, justified and consistent with research objectives</td>
</tr>
<tr>
<td></td>
<td>2.6 Conclusions are supported by evidence and contribute to the achievement of <em>business objectives</em></td>
</tr>
<tr>
<td>3. Present information</td>
<td>3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
3.2 | Structure and format of reports are clear and conform to organisational requirements
3.3 | Research findings are reported and distributed in accordance with organisational requirements
3.4 | Feedback and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Information may include:**
- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- information on training needs
- marketing reports/plans/budgets
- financial figures
- production targets
Range Statement

**Organisational requirements may include:**
- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

**Methods used to collect information may include:**
- interviews with colleagues/customers
- recruitment applications and other forms
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

**Business technology may include:**
- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone
Range Statement

Objectives of research may include:
- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

Research strategies may include:
- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

Methods of data analysis may include:
- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

The organisation’s goals and objectives may be:
- stated or implied by the way the organisation conducts its business including:
  - organisational values and behaviours
  - flexibility, responsiveness
  - financial performance
  - work procedures and/or procedures manuals
  - people management
  - interpersonal communication
  - business planning
  - marketing and customer service
  - organisational values and behaviours
  - work procedures and quality assurance manuals

Feedback on sufficiency of information could be obtained from:
- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of organisation’s record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Understanding methods to identify new sources of information and use them most efficiently and effectively
- Knowledge of procedures to analyse information to identify patterns and trends
- Understanding of qualitative and quantitative processes
- Knowledge of information management systems and methods
- Knowledge of principles of report writing and data presentation
- Understanding of research processes and strategies
Evidence Guide

Underpinning Skills

- Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task
- Research skills to identify and access information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.
   - **Collecting, analysing and organising information** – to prepare and present information
   - **Communicating ideas and information** – with members of the work team
   - **Planning and organising activities** – for preparing and presenting information
   - **Working with teams and others** – in completing scheduled tasks
   - **Using mathematical ideas and techniques** – to analyse data
   - **Solving problems** – to present information
   - **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBCMN406A Maintain business technology

Unit Descriptor
This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN407A Coordinate business resources.

Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Maintain performance of hardware and software | 1.1 Systems effectiveness is monitored and evaluated to ensure it meets *organisational and system requirements*  
1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems  
1.3 *Disk drives and peripherals are maintained* according to manufacturers’ and organisational requirements  
1.4 *Consumables* are replaced in accordance with the manufacturers’ and organisational requirements  
1.5 *Software* applications are installed and operated in accordance with developers’ and organisational requirements |
| 2. Provide basic system administration | 2.1 System back up procedure is carried out at regular intervals according to organisational and system requirements  
2.2 Security access procedures are maintained in line with organisational requirements  
2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements  
2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements |
| 3. Identify future technology requirements | 3.1 *Sources of information* about new technology are accessed to maintain knowledge in current technology  
3.2 Feedback from clients and colleagues is used to identify and develop *improved technology systems* |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Existing technology is assessed against newly available technology to determine future needs and priorities</td>
</tr>
<tr>
<td>3.4</td>
<td>New technologies are identified and selected to achieve and maintain continuous organisational development</td>
</tr>
<tr>
<td>3.5</td>
<td>Management and budget approval is obtained for new technologies identified and selected</td>
</tr>
</tbody>
</table>

**Range Statement**

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Organisational and system requirements may include:**
- quality assurances and/or procedures manuals
- back up procedures
- security and confidentiality procedures
- legal and organisational policy/guidelines and requirements
- storage retrieval and type of product licenses
- storage of information technology documentation
- register of licenses
- Occupational Health and Safety policies, procedures and programs
- code of conduct
- ethical standards
- maintenance of customised software
- updating of virus protection systems

**Disk drives and peripherals maintenance may include:**
- creating more free space on the hard disk
- reviewing programs
- deleting unwanted files
Range Statement

- cleaning dust from internal and external surfaces
- backing up files before major maintenance
- checking hard drive for errors
- defragmenting the hard disk
- using up-to-date anti-virus programs

Consumables may include:
- printer ribbons and cartridges
- print heads
- disks
- magnetic tape and cassettes
- print media

Software may include:
- word processing applications
- spreadsheet applications
- accounting applications
- database applications
- presentation applications
- internet/intranet/extranet related programs

Information sources on new technology may include:
- industry associations
- seminars, workshops and training sessions
- the Internet
- computer magazines and journals
- trade fairs
- computer software designers
- computer hardware manufacturers
- internal/external clients
- retail outlets

Technology may include:
- computers
- modems
- software
- client services
- data transfer devices
- scanners
- photocopiers
- printers
Range Statement

Improved technology systems may include:

- access protocols
- cable data transmissions
- delivery and installation systems
- maintenance options
- multi-media
- networking options
- resource usage monitoring

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evaluating and mapping network operations
- Reviewing compliance with system protocols
- Installing software and hardware
- Organising and accessing software, materials and consumables
- Maintaining virus, backup and security systems in line with organisational requirements
- Identifying new technologies which match the future needs of the organisation

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the costs and benefits of technology maintenance strategies
- Knowledge of organisation’s operating systems, including knowledge of networks
- Principles of developing a maintenance schedule for a network
- Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures
- Understanding current industry accepted hardware and software products including knowledge of general features and capabilities
- Understanding organisational business plans, goals
Evidence Guide

- Understanding methods and processes to prepare budget and cost analysis
- Knowledge of access protocols (e.g., internet, TP/TCP)
- Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information
- Research and analysis skills to analyse and identify organisation’s future technology requirements
- Problem solving skills for common network problems
- Report writing skills to organise information from a range of sources to form recommendations
- Analytical skills in relation to systems administration
- Diagnostic skills in relation to identifying problems or faults
- Decision making skills for purchasing of new technology
- Interpersonal skills for cooperating with others on system use
- Presentation skills for explaining the operation of technology in a business environment
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Underpinning Skills

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
Evidence Guide

- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

Key Competency Levels

**NB:** These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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<tbody>
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<td>Level 2</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to formulate recommendations
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to maintain business technology
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify future technology requirements
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
### BSBCMN410A Coordinate implementation of customer service strategies

#### Unit Descriptor
This unit covers the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

#### Competency Field
Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Advise on customer service needs | 1.1 Customer service *needs* are clarified and accurately assessed using appropriate *communication techniques*  
1.2 Problems matching service delivery to *customers* are diagnosed and options for improved service are developed within *organisational requirements*  
1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery  
1.4 *Business technology* is used to structure and present information on customer service needs |
| 2. Support implementation of customer service strategies | 2.1 Customer service strategies and opportunities are promoted to *designated individuals and groups*  
2.2 Available budget resources are identified and allocated to fulfil customer service objectives  
2.3 *Procedures to resolve customer difficulties and complaints* are actioned promptly within organisational requirements  
2.4 *Coaching and mentoring assistance* is provided to colleagues to overcome difficulties in meeting *customer service standards*  
2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups |
| 3. Evaluate and report on customer service | 3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements  
3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals |
Element: Coordinate implementation of customer service strategies

Performance Criteria:

3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies.

3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction.

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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

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

Customer needs may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation’s products and services
- returning organisation’s products and services
- accuracy of information
- fairness/politeness
- prices/value
Range Statement

**Communication techniques may include:**
- consultation methods, techniques and protocols
- analysing customer satisfaction surveys
- conducting interviews
- questioning
- summarising and paraphrasing
- seeking feedback to confirm understanding
- making recommendations
- obtaining management decisions
- analysing quality assurance data

**Customers can be:**
- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

**Organisational requirements may include:**
- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
## Range Statement

### Business technology may include:
- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

### Designated individuals and groups may include:
- supervisor
- customers
- colleagues
- external organisation
- committee
- line management

### Procedures to resolve customer difficulties may include:
- using conflict management techniques
- refund of monies
- item replacement
- referrals to supervisor
- review of products or services
- external agencies (eg Ombudsman)

### Customer complaints may include:
- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- products not delivered on time
- customer satisfaction with service quality

### Coaching and mentoring assistance may include:
- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement
Range Statement

Customer service strategies may include:

- delivery times
- price offers
- product/service availability
- product/refund guarantees
- merchandise characteristics
- courtesy/politeness

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying needs and priorities of the organisation in delivering services to customers
- Distinguishing between different levels of customer satisfaction
- Providing constructive advice on customer service practices
- Responding to and reporting on customer feedback
- Designing strategies to improve delivery of products and services

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the principles of customer services
- Understanding the organisation’s business structure, products and services
- Understanding the organisation’s policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Knowledge of common problems relating to customer service
- Understanding consultation methods, techniques and protocols
Evidence Guide

- Knowledge of techniques for dealing with customers with special needs

Underpinning Skills

- Planning skills to develop implementation schedules
- Evaluation skills to assess effectiveness of customer service strategies
- Literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- Interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to diagnose organisational problems relating to customer services
- Report writing skills to provide recommendations for the enhancement of products or services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
Evidence Guide

- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

### Key Competency Levels

*NB:* These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.

1. Perform  
2. Administer  
3. Design

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – on products and services
- **Planning and organising activities** – to enhance products and services
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBCMN415A Manage first aid policy

Unit Descriptor
This unit specifies the outcomes required to manage the development and implementation of first aid policy in the workplace.

Competency Field
Common

Domain
First aid

Application of the Competency
The unit is about coordinating and implementing effective organisational systems for first aid, implementing effective first aid training and practice, and maintaining up-to-date professional development of knowledge and skills for self and supporting others in this area.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Coordinate and implement effective organisational systems

1.1 Participative processes are coordinated to identify and agree on outcomes of organisational systems

1.2 Processes are initiated to plan, implement and control systems to achieve identified outcomes

1.3 Policies and procedures are developed and implemented to give effect to workplace health and safety legislation, site procedures, Training Package requirements and the national training agenda

1.4 Processes are developed in accordance with workplace principles and relevant legislation, and maintained for succession of first aid responsibilities

1.5 Changes in policy and procedures are distributed to relevant personnel using appropriate communication channels

1.6 Review and recommendations of policy and procedures is undertaken and reported when required

2. Implement effective first

2.1 Links are maintained with first aid bodies and professional and clinical organisations/bodies
aid training and practice

2.2 Currency of first aid and personal qualifications are maintained in accordance with industry and organisational requirements

2.3 Risks are reviewed and validated against organisational policies and procedures and other standards so that effective risk control procedures can be applied

2.4 Additional training is coordinated, planned, implemented and evaluated in a timely manner to meet the needs of individuals and the workplace

2.5 Practices are consistent with current standards and policies

2.6 Planning is coordinated for response to major incidents and made known to the work group in readiness for implementation

3. Maintain up-to-date professional development of knowledge and skills

3.1 Self education process is undertaken where required in accordance with workplace principles and opportunities

3.2 Links are accessed with various first aid bodies and organisations to maintain currency in the field

3.3 Relevant information is accessed promptly and made known to the work group and certification is maintained in accordance with workplace procedures and legislation

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

Systems may include:

- ordering
- skills updating
- networking
- communication
- technological
First aid bodies and professional and clinical organisations/bodies may include:

- training and assessment
- Australian Resuscitation Council (ARC)
- International Liaison Committee on Resuscitation (ILCOR)
- support groups
- registered providers and authorities

Other standards may be provided by:

- Australian Resuscitation Council
- National Health and Medical Research Council
- Australian standards
- company standard operating procedures (SOPs)
- risk management standards

Self education process may include:

- attendance at relevant seminars and conferences
- maintenance of professional library
- membership of other first aid bodies
- formal training
- supervised or unsupervised practice to maintain currency of competence

Relevant information may include:

- meetings and seminars
- log books (personal development)
- conferences
- alignment with professional first aid bodies

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have managed policy development, implementation and review within the workplace. This will include communicating policy across the organisation; implementing arrangements to ensure that first aiders are trained and that currency of own and others training, knowledge and skills is maintained; that major incidents are planned for across the organisation; and that links to relevant external bodies are made and maintained.

Specific Evidence Requirements
### Required knowledge and understanding include:

- national training agenda
- use of referral network
- legal requirements
- duty of care
- state and territory regulations relating to currency of skill and knowledge
- training and assessment
- communication techniques
- first aid principles and practices

### Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- policy development
- analysis and research skills
- communication (written and verbal) and negotiation skills
- risk management skills
- networking skills
- planning skills

### Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

- Level (1) represents the competence to undertake tasks effectively
- Level (2) represents the competence to manage tasks
- Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

#### Communicating ideas and information (2)

- communicating in writing to document policy and procedures
- communicating verbally to liaise with first aiders, staff across the organisation, management and external bodies

#### Collecting, analysing and organising information (2)

- assessing and managing risk
- collecting information to maintain currency of self and others in area

#### Planning and organising

- planning and organising training and assessment
| activities (2) | • planning for major incidents  
| | • planning and organising communications across the organisation  
| Working in a team (2) | • liaising with first aiders, staff across the organisation, management and external bodies  
| Using mathematical ideas and techniques (–) | • not applicable  
| Solving problems (2) | • applying problem-solving to review of risks  
| Using technology (1) | • using word processing software to produce documentation  
| Innovation skills (1) | • identifying improvements in policy and practices  

**Products that could be used as evidence include:**
- policies and procedures developed in this area
- improvements made to policies and practices
- reviews undertaken of policy and practices
- documented training and assessment arrangements for staff
- own (documented) professional development program

**Processes that could be used as evidence include:**
- how policy and practices have been developed, implemented and reviewed
- how links have been maintained with other relevant professional bodies
- how risks have been reviewed
- how training needs have been determined across the organisation
- how currency of own knowledge and skills has been maintained

**Resource implications for assessment include:**
- access to workplace documentation and
- access to first aiders supported within the organisation by the candidate

**Validity and sufficiency of evidence requires:**
- that competence can be demonstrated working individually, under supervision or as part of a first aid team
- that assessment should replicate workplace conditions as far as possible. Where (for reasons of safety, space and access to equipment and resources) assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Integrated competency assessment means:

- that this unit will usually be assessed alone or together with other units in OHS, training and assessment, management, frontline management and industry specific units from other Training Packages
BSBCM416A Identify risk and apply risk management processes

Unit Descriptor
This unit specifies the outcomes required to identify risks and apply established risk management processes to a subset of the organisation's operations that are within the person’s own work responsibilities and area of operation.

Competency Field
Common

Domain
Risk Management

Application of the Competency
This unit addresses identifying risks, analysing and evaluating risks, treating risks and monitoring and reviewing the effectiveness of treatment of risks. Risks are those applicable within own work responsibilities and area of operation. This may include projects being undertaken individually or by a team, or to operations within a section of the organisation. Risk management processes aim to minimise potential adverse impacts and maximise continuity of operations.

This unit does not cover design, implementation or management of risk management processes. These are covered by BSBMGT512A Manage risk management system and BSBMGT611A Develop risk management strategy

Element | Performance Criteria
--- | ---
Elements define the critical outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Identify risks
1.1 *Tools for identification of risks* are accessed
1.2 *Risks* are identified
1.3 Identified risks are documented in accordance with relevant policies, procedures and legislation

2. Analyse and evaluate risks
2.1 Causes of risks are analysed
2.2 Potential impact of risks is determined
2.3 Frequency of exposure to risks is determined
2.4 Likelihood of risks is determined
2.5 *Risks categorisation* is undertaken and *risk priorities set*
2.6 Analysis processes and outcomes are documented

3. Treat risks
3.1 Appropriate *control measures* for risks are determined and assessed for strengths and weaknesses
3.2 Risks are continuously monitored
3.3 Control measures are identified for all risks
3.4 Risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation are referred on to others as per established policies and procedures
3.5 Control measures for own area of operation and/or responsibilities are chosen and implemented
3.6 Treatment plans are prepared and implemented

4. Monitor and review effectiveness of treatment of risks

4.1 Implemented treatments are regularly reviewed against measures of success
4.2 Review results are used to improve the treatment of risks
4.3 Assistance is provided to auditing risk in own area of operation
4.4 Management of risk in own area of operation is monitored and reviewed

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Tools include:
- documentation to assist in process of identifying risk and assessing impact and likelihood of occurrence
- standard instruments developed for the organisation and contextualised for sections of the workplace’s operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks

Identification of risks is undertaken:
- within established risk management processes
- within own role and responsibilities as assigned in process documentation
- by taking reasonable steps (including consideration of possible scenarios) to ensure all risks have been identified
Risks may include those relating to:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- natural events
- political circumstances
- technology – technological issues
- management activities and controls
- individual activities

Risk categorisation:

- is within established guidelines
- differentiates between risks that have high impact/consequence/likelihood and those having low impact/consequence/likelihood

Risk priorities include:

- assigning a value to identified risks using available tools
- an assessment of consequences and likelihoods

Control measures may include:

- hierarchy of controls:
  - risk aversion
  - reduction in likelihood of risks
  - reduction of consequences of risks
  - transfer of responsibility of risks
  - retention of risks

Measures of success include:

- costs
- reductions in impact
- reductions in likelihood
- reductions in occurrence

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements
A person who demonstrates competence in this unit must be able to provide evidence that they have identified and managed the risks associated with activities in their own area of operations, within their role and responsibilities, and in line with the organisation’s risk management process. They will have monitored and reviewed risks and may have recommended improvements to risk management processes or procedures.

**Specific Evidence Requirements**

**Required knowledge and understanding include:**

- legislation, codes of practice and national standards relevant to organisation's operation as a business entity, for example
- occupational health and safety (OHS), public safety and duty of care
- company and contract law
- industrial relations law
- privacy, confidentiality and freedom of information
- environmental law
- Australian/New Zealand risk management standards
- organisational policies and procedures:
  - risk management strategy
  - policies and procedures for risk management
- auditing requirements

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- risk assessment and treatment skills
- auditing skills to assist in audit of own area
- monitoring, review and evaluation skills
- attributes
- safety consciousness
- concern for continuity of operations
- thoroughness
- attention to detail
Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)
- communicating in writing to monitor and review risk in own area of operations
- documenting risk analysis

Collecting, analysing and organising information (2)
- collecting and analysing data to monitor and review risk management in own area of operations
- identifying and analysing risk processes

Planning and organising activities (1)
- planning how to identify, analyse and treat risks in own area, in line with established process

Working in a team (1)
- working with auditors, specialists, other personnel to manage risks

Using mathematical ideas and techniques (1)
- calculating costs of risk treatment options

Solving problems (2)
- applying problem-solving techniques to identification of risk and determining treatment options

Using technology (1)
- using software for document production, collation and analysis of data
- using software specifically designed for risk management

Innovation skills (–)
- not applicable

Products that could be used as evidence include:
- documentation of prioritised risks
- treatment options implemented
- data and statistics related to risks including incidents and accidents, discontinuity in operations and costs associated with discontinuity
- identified improvements to risk management and treatment

Processes that could be used as
- how risks have been identified, analysed and evaluated
| evidence include:                                                                 | how treatments for risk were determined and implemented  
|                                                                              | how risk in own area of operations has been monitored and reviewed  
| Resource implications for assessment include:                                | access to workplace documentation  
| Validity and sufficiency of evidence requires:                               | that where assessment of underpinning knowledge and skills is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment  
|                                                                              | that assessment may be through simulated project-based activity or actual management of a risk in own area of operations  
| Integrated competency assessment means:                                      | that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units  

BSBCMN419A Manage projects

Unit Descriptor
This unit covers the management of a straightforward project or a section of a larger project. It focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project.

Competency Field
Common

Domain
Project management

Application of the Competency
This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects.

The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management domain will be applicable.

Element Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Define project

   1.1 *Project scope and other relevant documentation* is accessed

   1.2 Project stakeholders are defined

   1.3 Clarification is sought from *delegating authority* of any issues related to project and project parameters

   1.4 Limits of own responsibility and reporting requirements are identified

   1.5 Relationship of project to other projects and to the organisation’s objectives is clarified

   1.6 Available resources to undertake project are determined and accessed

2. Develop project plan

   2.1 *Project plan* including timelines, task breakdown, roles and responsibilities is developed

   2.2 Appropriate *project management tools* are identified and accessed

   2.3 Risk management plan, which includes OHS, is formulated for project

   2.4 Project budget is developed and approved

   2.5 Team members are consulted and their views taken account of in planning the project
2.6 Project plan is finalised and any necessary approvals gained to commence project according to documented plan

3. **Administer and monitor project**
   
   3.1 Action is taken to ensure that project team members are clear about their responsibilities and the requirements of the project
   
   3.2 *Support* is provided to project team members, especially with regard to special needs, to ensure that the quality of the expected outcomes of the project and documented timelines are met
   
   3.3 *Required record keeping systems* are established and maintained throughout the project
   
   3.4 Plans for managing project finances, human, physical and technical resources and quality are implemented and monitored
   
   3.5 Project reports are completed and forwarded as required to stakeholders
   
   3.6 *Risk management* is undertaken as required to ensure project outcomes are met
   
   3.7 Project deliverables are achieved

4. **Finalise project**
   
   4.1 Financial record keeping associated with project is completed and checked for accuracy
   
   4.2 Staff involved in project are assigned to new roles or reassigned to previous roles
   
   4.3 Project documentation is completed and any necessary sign offs obtained for concluding project

5. **Review project**
   
   5.1 Project outcomes and processes are reviewed against the project scope and plan
   
   5.2 Team members are involved in the review of the project
   
   5.3 Lessons learnt from project are documented and reported within the organisation
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

Project scope and other relevant documentation refers to:

- project brief
- contract or other agreement
- project plan or summary
- other documents outlining the expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources

Stakeholders might include:

- project sponsor
- management, employees and relevant key personnel (internal and external) with special responsibilities
- clients or customers (internal and external)
- funding bodies

Delegating authority might include:

- project sponsor
- manager or management representative
- funding body
- customer or client

Project parameters will include:

- scope of project
- legislative and quality standards
- timelines
- finances for project
- integration of project within organisation
- risks associated with project, including OHS
- reporting requirements
- procurement requirements associated with project
### Project plan will include:
- physical, human and technical resources available or required for project
- details of how the project will be executed including management of project in relation to the project parameters identified above

### Project management tools might include:
- project management software
- technical resources required for the project e.g. OHS management system tools
- Gantt and bar charts
- PERT charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets

### Support for team members might include:
- supervision, mentoring and coaching
- feedback
- encouragement
- additional physical, human and technical resources (within allocated budget) if and as required
- regular meetings of project team
- learning and development

### Required record keeping systems might include systems for:
- financial data including costs, expenditure, income generated, purchases
- quality data including any test results
- recording of time spent on project and progress in completing project
- correspondence
- samples, prototypes, models
- outcomes of project

### Risk management might include:
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- reducing costs
• researching and applying more efficient methods of completing project tasks
• sharing of ideas to gain improvements to work undertaken within the project
• outsourcing some aspects of the project
• changing roles and responsibilities within project team

Necessary sign-offs might be required by:
• project sponsor
• management
• funding body
• clients customers

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competency in this standard must be able to provide evidence that they have successfully managed projects – either a straightforward project or a section of a larger project.

This evidence will cover the application of project management skills and the meeting of timelines, quality standards, budgetary limits and other requirements set for the project.

Specific Evidence Requirements

Required knowledge and understanding include:
• organisational policies and procedures that may impact on the project and management of the project, for example:
  – OHS
  – procurement
  – human resources
  – quality standards
  – risk assessment
• organisational structure and lines of authority and communication within the organisation
• how the project relates to organisation’s overall mission, goals, objectives and operations
• available learning and development options external and internal to organisation
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication and negotiation skills
- written and verbal communication skills
- ability to relate to team members and delegating authority, clients and customers as appropriate
- personal time management skills
- budget review and monitoring skills
- leadership and management skills
- use of project management tools
- attributes:
  - attention to detail
  - thoroughness
  - communicative
  - accuracy

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:
- Level (1) represents the competence to undertake tasks effectively
- Level (2) represents the competence to manage tasks
- Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (2)**
- written and verbal communication skills for report writing, documenting project, working with team members and stakeholders
- negotiating and consulting with team members, stakeholders

**Collecting, analysing and organising information (2)**
- gathering information associated with planning, monitoring and evaluating project

**Planning and organising activities (2)**
- scheduling required for project
- supervising project team

**Working in a team (3)**
- leading project team
- liaising with other enterprise personnel including management, funding bodies, customers/clients, stakeholders involved in project
| Using mathematical ideas and techniques (1) | • applying basic numerical skills for managing finances associated with project and procurement activity  
• using basic numerical skills to develop schedules for project |
| Solving problems (2) | • identifying potential problems that may arise in project  
• addressing problems arising in project |
| Using technology (1) | • using word processing packages to complete necessary documentation  
• using spreadsheets or other relevant project management software and tools |
| Innovation skills (2) | • determining lessons learnt from project to apply to future projects |

**Products that could be used as evidence include:**

- project plans  
- emails, letters, financial statements, other documentation relating to project management and execution  
- project reports  
- samples, prototypes, other physical products produced in project  
- reports of lessons learnt from review process

**Processes that could be used as evidence include:**

- how project scope and other relevant documentation was accessed  
- how project stakeholders were defined  
- how risk management plan was developed and implemented  
- how resources were determined and accessed  
- how project plan was formulated  
- how project team members were led in managing project  
- how project was monitored and managed  
- how project was finalised and closure effected  
- how project was reviewed

**Resource implications for assessment include:**

- access to workplace project documentation  
- reports from third parties consulted in managing projects
Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- at least three examples of projects managed by the assessee
- assessment may be through simulated project based activity or actual development and implementation of contracting arrangements

Integrated competency assessment:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant common business and frontline management units associated with customer service delivery, teamwork, documentation and organising own work.
BSBCMN420A Write complex documents

Unit Descriptor

This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

Competency Field
Common

Domain
Business communication

Application of the Competency

This unit covers reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

The unit does not cover structured research but does include technical and non-technical reporting based on information and data gathered through research processes.

Documents are wholly or primarily text, but may include simple illustrative material. Production of documents is for single-copy documents, documents for simple reproduction, or documents that will be further designed.

This unit does not cover the roles of copywriter, journalist, editor or subeditor, but applies to people who assemble, analyse and output information as part of a broader role.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Plan documents

1.1 The purposes of documents are determined

1.2 Appropriate formats for documents are chosen

1.3 Means of communication is established

1.4 Requirements of documents are determined

1.5 Categories and logical sequences of data, information and knowledge to achieve document objectives are determined

1.6 Develop overview of structure and content of documents

2. Draft text

2.1 Available data, information and knowledge are reviewed and organised according to proposed structure and content

2.2 Data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives

2.3 Graphics are included as appropriate
2.4 Gaps in required data and information are identified and additional material collected from relevant enterprise personnel

2.5 Text is drafted according to document requirements and genre

2.6 Language used is appropriate to the audience

3. Prepare final text

3.1 Draft texts are reviewed to ensure document objectives are achieved and requirements are met

3.2 Grammar, spelling and style are checked for accuracy and punctuation

3.3 Draft texts are approved by relevant enterprise personnel

3.4 Text amendments are processed as required

4. Produce document

4.1 Basic design elements are chosen for documents appropriate to audience and purpose

4.2 Word processing software is used to apply basic design elements to texts

4.3 Documents are checked to ensure all requirements are met

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

**Purposes of documents may include:**

- conveying research findings
- influencing attitudes, opinions, beliefs
- proposing recommendations, options and actions
- meeting legal requirements
- documenting policies, procedures and processes
- meeting other data, information or knowledge needs of an audience
| Appropriate formats for documents may include:         | • detailed business letters          |
|                                                    | • instructions and procedures         |
|                                                    | • manuals                             |
|                                                    | • reports                             |
|                                                    | • speeches and presentations          |
|                                                    | • publications, leaflets, brochures    |
|                                                    | • tender documentation and public notices |
|                                                    | • website text                        |
|                                                    | • emails                              |
|                                                    | • submissions                         |

| Means of communication may include:                | • software packages such as Word, Excel, PageMaker, PowerPoint, and templates |

| Requirements of documents may include:             | • legal or traditional requirements for the particular document format |
|                                                    | • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting |
|                                                    | • organisational policy, procedures and guidelines applying to writing documents, including house style |
|                                                    | • timelines, including deadlines       |
|                                                    | • word length                         |
|                                                    | • compliance with genre               |
|                                                    | • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material to explain texts |
|                                                    | • standards for references, footnotes, citations, acknowledgements |
|                                                    | • file types and sizes for online documents |
|                                                    | • point numbering systems             |
|                                                    | • writing styles, including simplicity of English and use of technical language |
|                                                    | • languages other than English requirements |
|                                                    | • chronological, alphabetical or operating sequences |
|                                                    | • facts, observations, conclusions and recommendations |

| Categories and logical sequences of data, information and knowledge may include: |
• arguments and rebuttals
• recommendations and supporting arguments
• linking and summary statements
• illustrative case studies and other examples
• categories and sequences traditionally used for the particular type of document being prepared

Relevant enterprise personnel may include:
• consultative committees
• internal providers of specialist expertise
• owners
• managers/leaders/coordinators/supervisors
• staff in own work section/team members/colleagues
• staff in relevant work sections

Design elements may include:
• page size
• page shape
• margins and paragraph indentation
• illustrations, photographs and other illustrative material for design purposes
• use and amount of colour
• use and amount of white space
• fonts
• justification and alignment
• capitals and underlining
• headings
• lists and tables
• logos, branding, organisational identity requirements
• templates

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.
Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have planned documents, drafted texts, prepared final texts and produced documents that meet specified purposes, objectives and requirements. They must include a range of documents covering a broad number of purposes, objectives and requirements.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and standards, for example:
  - privacy law
  - copyright law
  - Commonwealth Government Style Manual for Authors, Editors and Printers
- enterprise policies and procedures related to drafting, reviewing and producing documents
- enterprise style guide/house style
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- ability to arrange data, information and knowledge into categories and logical sequences
- ability to write grammatically-correct English in a variety of styles
- ability to proofread a document for correct grammar and spelling and punctuation
- ability to identify audience characteristics and needs
- ability to write in a range of styles (formal/informal)
- ability to select and use language appropriate to context (style, tone, word choice)
- ability to use appropriate style and tone to convey empathy and understanding of cultures (including a range of cultures such as socio-economic, ethnic, gender, workplace, age, special needs/interests)
- basic research skills
• ability to use the basic functions of word processing software to produce a document, including, where appropriate, through use of assistive technologies

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
• applying written communication skills to achieve required document outcomes
• producing complex documentation

Collecting, analysing and organising information (3)
• defining categories and logical sequences of data, information and knowledge
• aggregating, interpreting and summarising data, information and knowledge

Planning and organising activities (2)
• planning and organising all aspects of document writing

Working in a team (2)
• working with relevant enterprise personnel to clarify or add to data, information and knowledge

Using mathematical ideas and techniques (1)
• presenting mathematical ideas as graphs, charts and other visual representations

Solving problems (2)
• identifying and resolving gaps in data, information or knowledge

Using technology (2)
• using word processing software
• use of assistive technologies, if appropriate

Innovation skills (-)
• not applicable

Products that could be used as evidence include:
• contents lists
• completed text
• completed documents

Processes that could be used as evidence include:
• how final content, structure and format of written documents was decided
• how data, information and knowledge were organised into categories and logical sequences
• how grammar and spelling were checked
Resource implications for assessment include:

- how design elements were chosen
- access to workplace documents

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that assessment may either be through simulations or actual case studies of individual’s work in this area
- at least ten examples of documents written and produced by the candidate
- that this unit can be assessed alone or as part of an integrated assessment involving other related communication units. Examples might include:
  - BSBMGT501A Market services and concepts to internal customers
  - BSBFLM502A Provide leadership in the workplace

Integrated competency assessment means:
BSBFLM303B Contribute to effective workplace relationships

Unit Descriptor
This unit specifies the outcomes required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM303A Contribute to effective workplace relationships.

Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

This unit is related to BSBFLM403B Implement effective workplace relationships.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms* are elaborated in the Range Statement.

1. **Seek, receive and communicate information and ideas**

   1.1 Information associated with the achievement of work responsibilities is collected from appropriate sources

   1.2 Ideas and information are communicated in a manner which is appropriate and sensitive to the cultural and social *diversity* of the audience and any special needs

   1.3 Contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches within organisational processes

   1.4 *Consultation process* allows employees to contribute to issues related to their work, and the outcomes of consultation are promptly made known to the work team

   1.5 Issues raised are dealt with and resolved promptly or referred to *relevant personnel*
2. **Encourage trust and confidence**

2.1 People are treated with integrity, respect and empathy

2.2 Effective relationships are encouraged within the framework of the organisation’s social, ethical and business standards

2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance

2.4 Interpersonal styles and methods are adjusted to the organisation’s social and cultural environment

3. **Identify and use networks and relationships**

3.1 Workplace networks are identified and used to help build relationships

3.2 Value of networks and other work relationships is recognised in providing benefits for the team and the organisation

4. **Contribute to positive outcomes**

4.1 Difficulties are identified and action is taken within own level of responsibility to rectify the situation according to organisational and legal requirements

4.2 Colleagues are supported in resolving work difficulties

4.3 Workplace outcomes are regularly reviewed and improved in consultation with relevant personnel

4.4 Poor work performance is identified and action is taken within own level of responsibility according to organisational policies

4.5 Conflict is dealt with constructively within the organisation’s established processes

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs
- changes to work practices, procedures and the working environment which impact on OHS
- organisation’s responsibilities to customers and suppliers

Information may be:

- data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
  - policies and procedures
  - planning and organisational documents including the outcomes of continuous improvement and quality assurance
  - marketing and customer-related data
  - archived, filed and historical background data
  - individual and team performance data

Sources may be:

- internal such as supervisors, managers, peers, policies and procedures, workplace documents
- external such as external customers, web based resources, reports

Diversity may include:

- social, cultural and other needs that require a range of strategies and approaches including adjusting communication

Consultation process may include:

- opportunity for employees to contribute ideas and information
- feedback to the work team and relevant personnel in relation to outcomes of the consultation process

Relevant personnel may include:

- managers
- supervisors
- other staff/employees
- union representatives/groups
- OHS committees and OHS representatives
- other people with specialist responsibilities
The organisation’s social, ethical and business standards may refer to:

- written standards such as those expressed in:
  - vision and mission statements
  - policies
  - code of workplace conduct/behaviour
  - dress code
  - statement of workplace values
- implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community
- standards expressed in legislation and regulations such as anti-discrimination legislation
- rewards and recognition for high performing staff

Colleagues, customers and suppliers may include:

- team members
- employees at the same level and more senior managers
- people from a wide variety of social, cultural and ethnic backgrounds
- both internal and external contacts

Workplace networks may be:

- internal and/or external
- informal or formal and with individuals or groups
- structured or unstructured arrangements

Workplace outcomes may include:

- performance of the work team
- OHS processes and procedures

Poor work performance may include:

- that of self or the work team or it may extend to the organisation as a whole

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to gather information, communicate with relevant personnel, and establish and maintain positive work relationships. They must be able to develop trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.
Specific Evidence Requirements

**Required knowledge and understanding include:**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

- a general understanding of the principles and techniques associated with relationship management:
  - developing trust and confidence
  - behaving consistently in work relationships
  - identifying the cultural and social environment
  - identifying and assessing interpersonal styles
  - establishing networks
  - identifying and resolving problems
  - handling conflict
  - managing poor work performance
  - monitoring and improving work relationships
  - using anti-discrimination/bias strategies and making contributions

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

- relationship management and communication skills to:
  - interpret information from a variety of people
  - respond to unexpected demands from a range of people
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- forge effective relationships with internal and/or external people

- functional literacy skills to access and use workplace information
- coaching and mentoring skills to provide support to colleagues

### Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

- Level (1) represents the competence to undertake tasks effectively
- Level (2) represents the competence to manage tasks
- Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information (2)</td>
<td>• ensuring that appropriate work based information is shared with individuals and members of the work team and that lines of communication are maintained with all stakeholders</td>
</tr>
<tr>
<td>Collecting, analysing and organising information (2)</td>
<td>• supporting work responsibilities and assisting in day-to-day planning</td>
</tr>
<tr>
<td>Planning and organising activities (2)</td>
<td>• building networks and contributing to positive outcomes</td>
</tr>
<tr>
<td>Working in a team (2)</td>
<td>• supporting and developing individual and team performance</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques (1)</td>
<td>• using these to assist in improving individual and team performance</td>
</tr>
<tr>
<td>Solving problems (2)</td>
<td>• aiding decision making and conflict situations</td>
</tr>
<tr>
<td>Using technology (1)</td>
<td>• assisting in researching information appropriate to individual and team development</td>
</tr>
<tr>
<td>Innovation skills (1)</td>
<td>• developing networks and building team relationships</td>
</tr>
</tbody>
</table>
Products that could be used as evidence include:

- documentation produced when working in a team, and with networks, such as:
  - OHS records, including records of consultation
  - work plans and schedules
  - identified changes to work operations as suggested by own review of work
  - identified networks and contacts

Processes that could be used as evidence include:

- how information was collected and accessed
- how policies were communicated, and contributions sought and used to develop new ideas and approaches
- how the organisation’s social and ethical standards were used within workplace relationships
- how trust and confidence was developed and maintained
- how interpersonal styles and methods were adjusted to the organisation’s social and cultural environment
- how relationships were developed
- how short term planning and implementation was conducted
- how difficulties were addressed and solutions found
- how colleagues were supported to resolve work difficulties
- examples of how poor work performance and conflict was managed

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to contribute to effective workplace relationships are provided
Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification as applicable to the candidate’s leadership role in a work team, and as part of an integrated assessment activity
BSBFLM305B Support operational plan

Unit Descriptor
This unit specifies the outcomes required to provide support for operational practices and procedures within the organisation’s productivity and profitability plans. This includes contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM305A Support operational plan. Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

This unit is related to BSBFLM405B Implement operational plan. Consider co-assessment with BSBFLM303B Contribute to effective workplace relationships, BSBFLM306B Provide workplace information and resourcing plans, BSBFLM312A Contribute to team effectiveness, BSBCMN311A Maintain workplace safety and BSBFLM309B Support continuous improvement systems and processes.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Contribute to implementation of operational plan

1.1 Details of resource requirements are collected, recorded and reported to relevant personnel

1.2 Support of operational plan contributes to the achievement of the organisation’s performance and business plan

1.3 Key performance indicators are identified and used to measure own and work team’s performance

1.4 Contingency planning is undertaken as required

1.5 The development and presentation of proposals for resource requirements is supported as required
2. Assist in recruiting employees and acquiring resources

2.1 Assistance with employee recruitment and/or induction within the organisation’s policies and practices is provided as required

2.2 Physical resources and services are acquired according to the organisation’s policies, practices and procedures and in consultation with relevant personnel

3. Support operations

3.1 Performance systems and processes are identified and used to assess progress in achieving team plans and targets

3.2 Short-term budgets, targets and performance results are identified and compared to actual productivity and performance

3.3 Unsatisfactory performance is identified and reported to relevant personnel, to enable action to be taken to rectify the situation

3.4 Coaching is provided to support individuals and teams to use resources effectively, economically and safely

3.5 Consultation processes for the development and/or variation of the operational plan are supported as required

3.6 Recommendations for variation to operational plans are presented to relevant personnel

3.7 Systems, procedures and records associated with performance are followed in accordance with the organisation’s requirements

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
OHS considerations may include:
- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs
- consideration of OHS requirements in the planning process
- inclusion of OHS key performance indicators (KPIs)
- participation in the regular update of OHS systems and procedures
- dissemination of organisation’s procedures for dealing with hazardous events

Resource requirements may include:
- supply of resources
- stock requirements and requisitions
- purchasing or ordering of goods

Relevant personnel may include:
- managers
- supervisors
- other employees
- colleagues and specialist resource managers
- OHS committees and other people with specialist responsibilities
- unions/employee groups

Operational plan may include:
- tactical plans developed by the department or section to detail product and service performance
- organisational plans

Key performance indicators may refer to:
- measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and identify areas for improvements

Contingency planning may refer to:
- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
• finding cheaper or lower quality raw materials and consumables
• seeking further funding
• increasing sales or production
• risk identification, assessment and management processes
• succession planning

The organisation’s policies and practices may include:
• those organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
• Standard Operating Procedures
• undocumented practices in line with organisational operations
• organisational culture

Performance systems and processes may be:
• formal or informal processes within the organisation, such as:
  - Key Performance Indicators (KPIs)
  - specified work outcomes
  - individual and team work plans
  - feedback arrangements
• informal systems used in the place of existing organisation-wide systems

Consultation processes may refer to:
• meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
• mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Systems, procedures and records may include:
• individual and team performance plans
• organisational policies and procedures relative to performance
• databases and other recording mechanisms
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to support an operational plan. This will include monitoring and adjusting operational performance, producing short-term plans for the department or section, planning and acquiring resources and providing reports on performance as required.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- general understanding of the principles and techniques of:
  - short-term operational scheduling
  - physical resources and services acquisition procedures and/or systems
  - budget and performance figures interpretation
  - performance monitoring within defined job role
  - performance reporting
  - problem identification and resolution
  - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste within defined job role
  - support for individuals and teams who have difficulty in performing to the required standard

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
• skills to:
  – maintain a safe workplace and environment
  – access and use feedback to improve operational performance
  – prepare recommendations to improve operations
  – access and use established systems and processes
• coaching and mentoring skills to provide support to colleagues

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

- Level (1) represents the competence to undertake tasks effectively
- Level (2) represents the competence to manage tasks
- Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (2)**
- sharing information with members of the work team about implementing and monitoring the operational plan

**Collecting, analysing and organising information (2)**
- acquiring information for monitoring and reporting purposes

**Planning and organising activities (2)**
- assisting in planning resource acquisition and usage including human resources, risk management and contingency planning

**Working in a team (2)**
- achieving planning outcomes, especially in regard to team effectiveness

**Using mathematical ideas and techniques (1)**
- carrying out calculations associated with resource usage
- analysing and monitoring budget and financial plans

**Solving problems (2)**
- monitoring and implementing risk management procedures and contingency plans
- addressing unsatisfactory performance in all areas of the operation

**Using technology (1)**
- assisting in the management of information to achieve planned outcomes

**Innovation skills (2)**
- creating innovative methods to achieve planned outcomes
Products that could be used as evidence include:

- documentation produced while working with the operational plan, such as:
  - suggestions for variations to the operational plan
  - rosters and staff allocation
  - short-term resource acquisition planning
  - actions taken to address day-to-day resource shortfalls
  - monitoring of financial plans and budgets
  - contingency planning
  - risk management plans
  - learning and development plans for team members
  - materials developed for coaching
  - induction programs conducted
  - actions taken to acknowledge poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - suggestions and input into management decisions related to the operational plan
  - records of people management lessons learned

Processes that could be used as evidence include:

- how resource allocation has been managed
- how work was allocated within the work team and the rationale used for such allocations
- how financial plans and budgets were formulated at operational level
- how the operational plan was managed
- how team members were guided and supported in performing their role including induction process for new team members
- how individual learning and development pathways were developed
- how performance management system was implemented within work team
- how problems and issues within the work team were addressed
- how input and advice was provided to management in relation to human resource management of the work team
- how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon
Resource implications for assessment include:

• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

• that this unit can be assessed in the workplace or in a closely simulated work environment

• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

• that examples of actions taken by the candidate to support the operational plan are provided

• that this unit should be assessed with other frontline management units taken as part of this qualification as applicable to the candidate’s leadership role in a work team, and as part of an integrated assessment activity

Integrated competency assessment means:
BSBFLM312A Contribute to team effectiveness

Unit Descriptor
This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM302A Support leadership in the workplace and BSBFLM304A Participate in work teams, which have been combined to create this unit.

Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

This unit is related to BSBFLM412A Promote team effectiveness.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms* are elaborated in the Range Statement.

1. **Contribute to team outcomes**

   1.1 *Team purpose, roles, responsibilities, goals, plans and objectives* are identified in consultation with team members

   1.2 Team members are supported in meeting expected outcomes

2. **Support team cohesion**

   2.1 Team members are encouraged to participate in the planning, decision making and operational aspects of the work team to their level of responsibility

   2.2 Team members are encouraged and supported to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities

   2.3 *Feedback* is provided to team members to encourage, value and reward team members’ efforts and contributions
3. Participate in work team

3.1 Team members are actively encouraged and supported to participate in team activities and communication processes and to take responsibility for their actions.

3.2 The team is given support to identify and resolve problems which impede its performance.

3.3 Own contribution to work team serves as a role model for others and enhances the organisation’s image within the work team, the organisation and with clients/customers.

4. Communicate with management

4.1 Communication with line manager/management is kept open at all times.

4.2 Information from line manager/management is communicated to the team.

4.3 Unresolved issues are communicated to line manager/management and are followed up to ensure action is taken in response to these matters.

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs
- training of all employees in health and safety procedures
- participation in the regular update of OHS systems and procedures
- changes to work practices, procedures and the working environment which impact on OHS
Team purpose, roles, responsibilities, goals, plans and objectives may include:

- goals for individuals and the work team
- expected outcomes and outputs
- individual and team performance plans and Key Performance Indicators (KPIs)
- action plans, business plans and operational plans linked to strategic plans
- OHS responsibilities

Feedback may refer to:

- communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours
- formal/informal gatherings between team members where there is discussion on work-related matters

Relevant persons may include:

- frontline manager’s direct superior or other management representatives
- colleagues
- designated personnel e.g. safety officer

Responsibility for their actions may involve:

- individuals and teams
- individual and joint actions

Communication may include:

- verbal, written or electronic communication
- face-to-face
- formal/informal interaction

Line manager/management may refer to:

- frontline manager’s direct superior or other management representatives

Unresolved issues may include:

- issues, concerns and tensions
- problems related to work roles and responsibilities
- grievances and complaints
- any matters affecting workplace relationships and team cohesion

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.
Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to show that they are able to demonstrate leadership in contributing to team plans, in leading and facilitating teamwork and in actively communicating with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and that their own performance serves as a role model for others and enhances the organisation’s image within the work team, the organisation and with clients/customers.

Specific Evidence Requirements

**Required knowledge and understanding includes:**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans at both tactical and strategic levels
- organisational structure including organisational chart
- learning and development options available within and through organisation
- a general understanding of the principles and techniques of:
  - group dynamics and processes
  - motivation
  - planning
  - negotiation
  - individual behaviour and difference

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
- communicative
- self aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- fair
- adaptable

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (2)**

- communicating verbally to lead a team, including negotiating, training, participating in meetings, questioning and discussing
- communicating in writing, including report writing

**Collecting, analysing and organising information (1)**

- managing information flow to and from line manager/management

**Planning and organising activities (2)**

- planning for own work and that of team members

**Working in a team (2)**

- working with team members and providing leadership to team
- working with line manager/management to represent team interests

**Using mathematical ideas and techniques (1)**

- using calculation skills associated with data manipulation relevant to work of team, including financial data

**Solving problems (2)**

- applying problem solving skills as required to address problems arising in leading team

**Using technology (1)**

- using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of the team
Innovation skills (1)

Products that could be used as evidence include:

- understanding assistive technologies, as necessary
- developing an innovative approach to the support of team effectiveness
- documentation produced from working in a team, such as:
  - reports
  - minutes or records of meetings
  - work journals or diaries
  - learning and development plans developed with team members
  - records of actions taken to address issues raised by team members

Processes that could be used as evidence include:

- how communication process has been managed and examples of how consultations have taken place
- examples of how team members have been supported and encouraged to meet expected outcomes
- examples of processes which have been developed to facilitate team cohesion
- how performance plan was communicated to team
- how team members were guided and supported in performing their role including induction process for new team members
- how performance management system was implemented within work team
- how problems and issues within the work team were addressed
- how input and advice was provided to management in relation to human resource management of the work team

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to contribute to team effectiveness are provided
Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s role in a work team, and as part of an integrated assessment activity.
BSBFLM403B Implement effective workplace relationships

Unit Descriptor
This unit specifies the outcomes required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

This unit builds on BSBFLM303B Contribute to effective workplace relationships. Consider co-assessment with BSBFLM412A Promote team effectiveness. This unit is related to BSBFLM503B Manage effective workplace relationships.

Element

Element Performance Criteria
Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms are elaborated in the Range Statement.*

1. Collect, analyse and communicate information and ideas

1.1 Relevant information is collected from appropriate sources, analysed and shared with the work team to improve work performance

1.2 Ideas and information are communicated in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any special needs

1.3 Consultation processes are implemented to encourage employees to contribute to issues related to their work, and feedback in regard to outcomes is promptly relayed to the work team

1.4 Contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches
1.5 *Processes* are implemented to ensure that issues raised are resolved promptly or referred to *relevant personnel* as required

### 2. Develop trust and confidence

2.1 All internal and external contacts are treated with integrity, respect and empathy

2.2 *The organisation’s social, ethical and business standards* are used to develop and maintain effective relationships

2.3 Trust and confidence of *colleagues, customers and suppliers* is gained and maintained through competent performance

2.4 Interpersonal styles and methods are adjusted to meet the organisation’s social and cultural environment

2.5 Other members of the work team are encouraged to follow examples set, according to *organisation’s policies and procedures*

### 3. Develop and maintain networks and relationships

3.1 *Networks* are used to identify and build relationships

3.2 Networks and other work relationships are used to provide identifiable benefits for the team and organisation

### 4. Manage difficulties into positive outcomes

4.1 Difficulties are identified and analysed, and action is taken to rectify the situation within the requirements of the organisation and relevant legislation

4.2 Colleagues are guided and supported to resolve work difficulties

4.3 *Workplace outcomes* are regularly reviewed and improved in consultation with relevant personnel

4.4 *Poor work performance* is managed within the organisation’s processes

4.5 Conflict is managed constructively within the organisation’s processes
**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

<table>
<thead>
<tr>
<th>Legislation, codes and national standards relevant to the workplace may include:</th>
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<tbody>
<tr>
<td>• award and enterprise agreements and relevant industrial instruments</td>
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<tr>
<td>• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination</td>
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<td>• relevant industry codes of practice</td>
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<td>• provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs</td>
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<td>• OHS practice as an ethical standard and legislative requirement</td>
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<td>• training of all employees in health and safety procedures and updating of records</td>
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<td>• changes to work, work practices and the working environment that have an OHS impact</td>
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<td>• organisation’s responsibilities to employees, customers and suppliers</td>
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<td>• consultations with employees on OHS issues, with consideration given to social and cultural diversity and any special needs</td>
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<th>OHS considerations may include:</th>
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<tr>
<td>• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:</td>
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<tr>
<td>- policies and procedures</td>
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<td>- planning and organisational documents including the outcomes of continuous improvement and quality assurance</td>
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<td>- marketing and customer-related data</td>
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<td>- archived, filed and historical background data</td>
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<td>- individual and team performance data</td>
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<tr>
<th>Information may be:</th>
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<td>• opportunities for all employees to contribute to ideas and information to organisational issues</td>
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<th>Consultation processes may include:</th>
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<td>• feedback to the work team and relevant personnel in relation to outcomes of the consultation process</td>
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<td>Processes may refer to:</td>
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Networks may be:
- internal and/or external
- informal or formal and with individuals or groups
- established structures or unstructured arrangements and may include business or professional associations

Workplace outcomes may include:
- performance of the work team
- OHS processes and procedures

Poor work performance may refer to:
- self
- individual team members
- whole work team
- organisation as a whole

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to access, analyse and communicate information and ideas to develop and maintain positive internal and external work relationships; develop trust and confidence within the work team; develop and maintain networks; and resolve problems and conflicts effectively and efficiently.

Specific Evidence Requirements

Required knowledge and understanding include:
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with managing work relationships to achieve planning responsibilities:
  - developing trust and confidence
  - maintaining consistent behaviour in work relationships
  - identifying the cultural and social environment
  - identifying and assessing interpersonal styles
  - establishing, building and maintaining networks
  - identifying and resolving problems
  - resolving conflict
Required skills and attributes include:

- managing poor work performance
- monitoring, analysing and introducing ways to improve work relationships
- contributing to the elimination of discrimination/bias

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills to research, analyse, interpret and report information
- relationship management and communication skills:
  - responding to unexpected demands from a range of people
  - using supportive and consultative processes effectively
  - forging effective relationships with internal and/or external people and developing and maintaining these networks
  - gaining the trust and confidence of colleagues
  - dealing with people openly and fairly
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)
- selecting and applying different communication methods to suit different groups and individuals

Collecting, analysing and organising information (2)
- collecting and analysing contributions from internal and external sources

Planning and organising activities (2)
- organising information and feedback collected from various sources

Working in a team (2)
- implementing a range of strategies to facilitate effective workplace relationships
| Using mathematical ideas and techniques (1) | • using appropriate calculations to aid effective planning |
| Solving problems (2) | • using skills and information to assist in the area of conflict resolution and as an aid to decision making |
| Using technology (2) | • assisting in the management, distribution and communication of information |
| Innovation skills (2) | • adopting new ideas and approaches to develop and maintain networks, effective workplace relationships and effective communication within the work team |

**Products that could be used as evidence include:**

- contribution to organisational policies and procedures
- contribution to procedures and policies for dealing with workplace relationships and communications, and related codes of conduct
- actions taken to address social and ethical standards in the workplace
- actions taken to address issues and problems within work team
- actions taken to address methods of maintaining networks and developing contacts within and outside the organisation
- learning and development plans for team members
- materials developed or available for coaching, mentoring and training
- induction programs developed and/or delivered
- actions taken to address internal and external communication processes
- reviews/reports of people management
- advice and input into decisions related to the work team
- records of people management lessons learned
- records of OHS consultation

**Processes that could be used as evidence include:**

- how strategies were implemented to ensure that information was collected and accessed
- how ideas and information were communicated
- how communication process was implemented and feedback received and dealt with
• how policies were implemented, and contributions sought and used to develop new ideas and approaches

• how processes were implemented to facilitate new ideas and approaches

• examples of how issues have been resolved

• how the organisation’s social and ethical standards have been used within workplace relationships

• how trust and confidence has been developed and maintained

• how interpersonal styles and methods were adjusted to suit the organisation’s social and cultural environment

• examples of how networks were developed and maintained

• how strategic networks were used to build relationships

• how ongoing planning and implementation has been conducted

• how strategies were implemented to ensure that difficulties were addressed and solutions were planned

• how colleagues were guided and supported to resolve work difficulties

• examples of how poor work performance and conflict was managed

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

- that examples of actions taken by candidate to implement effective workplace relationships are provided
Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity.
BSBFLM405B Implement operational plan

Unit Descriptor
This unit specifies the outcomes required to implement the operational plan by monitoring and adjusting operational performance, producing short-term plans for the department/section, planning and acquiring resources and providing reports on performance as required.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM405A Implement operational plan. Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

This unit builds on BSBFLM305B Support operational plan. Consider co-assessment with BSBFLM412A Promote team effectiveness, BSBFLM406B Implement workplace information system, BSBCMN411A Monitor a safe workplace, and BSBFLM409B Implement continuous improvement. This unit is related to BSBFLM505B Manage operational plan.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Implement operational plan

1.1 Details of resource requirements are collated, analysed and organised in consultation with relevant personnel, colleagues and specialist resource managers

1.2 Operational plans are implemented to contribute to the achievement of the organisation’s performance/business plan

1.3 Key performance indicators are identified and used to monitor operational performance

1.4 Contingency planning is undertaken as required

1.5 Consultation processes are undertaken as required
1.6 Assistance in the development and presentation of proposals for resource requirements is provided in line with operational planning processes

2. Implement resource acquisition

2.1 Employees are recruited and inducted within the organisation’s policies, practices and procedures

2.2 Plans for acquisition of physical resources and services are implemented within the organisation’s policies, practices and procedures in consultation with relevant personnel

3. Monitor operational performance

3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets

3.2 Budget and actual financial information is analysed and used to monitor profit/productivity performance

3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation according to organisational policies

3.4 Mentoring, coaching and supervision is provided to support individuals/teams to use resources effectively, economically and safely

3.5 Recommendations for variation to operational plans are presented and approved by the designated persons/groups

3.6 Systems, procedures and records associated with performance are implemented in accordance with the organisation’s requirements

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and recordkeeping standards and legislation
- relevant industry codes of practice
| OHS considerations may include: | • provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs  
• OHS practice as an ethical standard and legislative requirement  
• ensuring all employees are effectively trained in health and safety procedures and are regularly updated on OHS systems  
• OHS requirements are taken into consideration in the planning process  
• ensuring the organisation’s OHS systems, procedures and records are regularly updated and reviewed  
• organisation’s procedures for dealing with hazardous events are regularly updated and reviewed  
• key performance indicators include appropriate OHS procedures |
| --- | --- |
| Resource requirements may refer to: | • human, physical and financial resources – both current and projected  
• stock requirements and requisitions  
• good and services to be purchased and ordered |
| Relevant personnel, colleagues and specialist resource managers may include: | • managers  
• supervisors  
• other employees  
• colleagues and specialist resource managers  
• OHS committees and other people with specialist responsibilities  
• people from a wide range of social, cultural and ethnic backgrounds and physical and mental abilities |
| Operational plans may refer to: | • tactical plans developed by the department or section to detail product and service performance  
• organisational plans |
| Key performance indicators may refer to: | • measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements |
| Contingency planning may refer to: | • rental, hire purchase or alternative means of procurement of required materials, equipment and stock |
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

**Consultation processes may refer to:**

- meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
- mechanisms used to provide feedback to the work team in relation to outcomes of consultation

**The organisation’s policies, practices and procedures may include:**

- those organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
- Standard Operating Procedures
- undocumented practices in line with organisational operations
- organisational culture

**Performance systems and processes may refer to:**

- formal processes within the organisation to measure performance, such as:
  - Key Performance Indicators (KPIs)
  - specified work outcomes
  - individual and team work plans
  - feedback arrangements
- informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
Designated persons/groups may include:
- those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
- other affected work groups or teams and groups designated in workplace policies and procedures

Systems, procedures and records may include:
- individual and team performance plans
- organisational policies and procedures relative to performance
- databases and other recording mechanisms for ensuring records are kept in line with organizational requirements

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to implement an operational plan. This will include monitoring and adjusting operational performance, producing short-term plans for the department or section, planning and acquiring resources, and providing reports on performance as required.

Specific Evidence Requirements

Required knowledge and understanding include:
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
  - monitoring and implementing operations and procedures
  - resource planning and acquisition
  - resource management systems at the tactical implementation level
  - relevant budgeting and financial analysis, interpretation and reporting requirements
  - methods for monitoring and reporting on performance
  - problem identification and methods of resolution
  - tactical risk analysis including identification and reporting requirements
Required skills and attributes include:

- contingency planning
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- alternative approaches to mentoring and coaching individuals and teams who have difficulty in performing to the required standard
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information and to prepare reports
- skills to:
  - monitor and maintain a safe workplace and environment
  - access and use feedback to improve operational performance
  - prepare recommendations to improve operations
  - access and use established systems and processes
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- sharing information with team on strategies and processes for implementation'
- providing feedback to team members on work performance

Collecting, analysing and organising information (2)

- acquiring information for monitoring and reporting purposes, and to aid in the implementation of the operational plan

Planning and organising activities (2)

- planning the acquisition of physical and human resources
- allocating work within the team

Working in a team (2)

- working cooperatively with team to achieve planned outcomes
Using mathematical ideas and techniques (1)

- carrying out calculations associated with resource usage and analysing and monitoring budget and financial plans

Solving problems (2)

- monitoring and implementing contingency plans to address unsatisfactory performance in all areas of the operation

Using technology (2)

- using technology to track, monitor and report on implementation of operating plan

Innovation skills (2)

- creating innovative methods to achieve planned outcomes

Products that could be used as evidence include:

- documentation produced while implementing the operational plan, such as:
  - variations to operational plan
  - rosters and staff allocation
  - resource acquisition planning
  - actions taken to address resource shortfalls
  - monitoring of financial plans and budgets
  - contingency planning
  - risk management
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the operational plan
  - records of people management lessons learned

Processes that could be used as evidence include:

- how the operational plan was implemented
- how contingency plan was implemented
- how work has been allocated within the work team, and the rationale for allocations
- how team members were recruited, guided and supported in performing their role including the induction process for new team members
- how performance systems and process were monitored
• how the budget and financial information were analysed and used
• how the performance management system was implemented and/or monitored within work team
• examples of how consultation processes were conducted
• how problems and issues within the work team have been addressed
• how input and advice was provided to management in relation to human resource management
• how own people management processes have been reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

• that this unit can be assessed in the workplace or in a closely simulated work environment
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by candidate to implement the operational plan are provided

Integrated competency assessment means:

• this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM406B Implement workplace information system

Unit Descriptor
This unit specifies the outcomes required to implement the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation’s effectiveness.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFML406A Implement workplace information system.
Frontline managers, in identifying, acquiring, analysing and using appropriate information, play a significant role in contributing to the organisation’s effectiveness.
At this level, work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.
This unit builds on BSBFLM306B Provide workplace information and resourcing plans. Consider co-assessment with BSBFLM405B Implement operational plan, BSBFLM409B Implement continuous improvement, BSBFLM412A Promote team effectiveness, BSBCMN410A Coordinate implementation of customer service strategies and BSBCMN411A Monitor a safe workplace. This unit is related to BSBFLM506B Manage workplace information systems.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms* are elaborated in the Range Statement.

1. Identify and source information needs
1.1 *Information* required by teams is determined and found
1.2 Information held by the organisation is acquired and reviewed to determine suitability, accessibility, currency and reliability according to *organisational policies*
1.3 *Plans* are prepared and implemented to obtain information which is not immediately available or accessible

2. Collect, analyse and report information
2.1 Collection of information is timely, and is adequate and relevant to the needs of teams
2.2 Information is in a format suitable for analysis, interpretation and dissemination
### 3. Implement information systems

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired</td>
</tr>
<tr>
<td>3.1</td>
<td>Management information systems are implemented effectively to store, retrieve and regularly review data for decision making purposes</td>
</tr>
<tr>
<td>3.2</td>
<td>Technology available in the work area is used to manage information effectively</td>
</tr>
<tr>
<td>3.3</td>
<td>Recommendations for improving the information system are submitted to designated persons and/or groups</td>
</tr>
</tbody>
</table>

### 4. Prepare business plan/budgets

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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and contributes to gaining support for the outcomes</td>
</tr>
<tr>
<td>4.2</td>
<td>Business plans and/or budgets are presented and prepared in accordance with the organisation’s guidelines and requirements</td>
</tr>
<tr>
<td>4.3</td>
<td>Contingency plans are implemented in the event that alternative action is required</td>
</tr>
</tbody>
</table>

### 5. Prepare resource proposals

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management</td>
</tr>
<tr>
<td>5.2</td>
<td>Estimates of resource needs and use reflect the organisation’s business plans, and customer and supplier requirements</td>
</tr>
<tr>
<td>5.3</td>
<td>Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes</td>
</tr>
</tbody>
</table>

### Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and recordkeeping standards and legislation
- relevant industry codes of practice
OHS considerations include:

- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs including arrangements for reporting hazards to management
- health and safety procedures at the workplace relevant to employees, including the use and maintenance of risk control measures
- information on how employees can access health and safety information
- inclusion of OHS in business plans
- inclusion of OHS in resource proposals

Information may include:

- data shared and retrieved in various forms such as in writing or verbally, electronically or manually
- policies and procedures
- planning and organisational documents
- organisational performance data
- financial and contractual data
- marketing and customer-related data
- continuous improvement and quality assurance data
- archived, filed and historical background data
- data available internally or externally

Organisational policies may include:

- guidelines for decision making throughout the organisation that link the formulation of strategy with its implementation
- sets of accepted actions approved by the organisation
- Standard Operating Procedures

Plans may refer to:

- an informal document outlining a series of planned actions or steps
- action plans, project plans or more formal planning tools in line with organisational procedures

Technology may include:

- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities
Designated persons and/or groups may include:

- managers or supervisors whose have management roles and responsibilities concerning information systems
- other work groups or teams whose work will be affected by the system
- groups designated in workplace policies and procedures
- other stakeholders accessing the information system such as customers and service providers

Business plans and/or budgets may refer to:

- long-term budgets/plans
- short-term budgets/plans
- operational plans
- spreadsheet-based financial projections
- cash flow projections
- targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

Contingency plans may include:

- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes

Resource may include:

- people
- power/energy
- information
- finance
BSBFLM406B Implement workplace information systems

- buildings/facilities
- equipment
- technology
- time
- targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

**Colleagues may include:**

- team members
- employees at the same level or more senior managers
- OHS committee members and other specialists
- people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this standard must be able to provide evidence that they are able to effectively implement the workplace information system by demonstrating that they are able to access and use workplace information to facilitate business operations; and prepare information for financial and resource plans/proposals.

**Specific Evidence Requirements**

**Required knowledge and understanding include:**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
  - workplace information systems
  - tactical plans and budgets
  - resource proposals
- the basic financial concepts in tactical plans and budgets
- the methods to gain efficiencies in resource management
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills
- research skills including:
  - information collection, analysis, interpretation and reporting
  - identifying corporate information resources
  - identifying tactical and operational information requirements of the team
- information management skills
- information presentation skills
- skills to improve information usage in decision making
- coaching and mentoring skills to provide support to colleagues
- technology skills to extract/input/present information

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- identifying information needs with the work team
- seeking the contribution of others in preparing a business plan or budget
- providing feedback on information and contributions provided

Collecting, analysing and organising information (2)

- collecting data
- using the management information system to store and retrieve information
- submitting information in an appropriate format
Planning and organising activities (2)
- planning the timing and methods of information collection
- organising meetings to discuss results and outcomes

Working in a team (2)
- utilising team strategies to maximise effective of work to be done

Using mathematical ideas and techniques (1)
- using appropriate techniques to aid data collection and to make budget calculations

Solving problems (2)
- contributing to contingency planning

Using technology (1)
- using technology to assist the management of information

Innovation skills (2)
- developing an innovative approach to the implementation of the information system to enhance business operations

Products that could be used as evidence include:
- documentation produced in implementing workplace information systems, such as:
  - contribution to organisational policies and procedures
  - contribution to procedures and policies for dealing with information management systems, and related codes of conduct
  - actions taken to address information collection and retrieval in the workplace
  - actions taken to address methods of analysing information and implementing an information system
  - actions taken to address internal and external information management issues
  - learning and development plans
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the management information system
  - records of people management lessons learned
Processes that could be used as evidence include:

- how information needs were determined and information was collected within the work team
- how information held by the organisation was acquired, analysed and reviewed
- examples of procedures implemented to obtain information which is not readily available
- how procedures have been implemented to ensure that information is collected in a suitable format, a time efficient manner and how accuracy and adequacy has been controlled
- how the information system was implemented
- examples of how information was used, especially with the utilisation of technology
- examples of how recommendations for improvement were encouraged and acknowledged
- how the work team was involved in the preparation of business plans and budgets
- how estimates of resource needs were planned and resource requirements are processed
- examples of contingency plan

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to implement the workplace information system are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM409B Implement continuous improvement

Unit Descriptor
This unit specifies the outcomes required to implement the organisation’s continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM409A Implement continuous improvement.
Frontline managers have an active role in implementing the continuous improvement process in achieving the organisation’s objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM309A Support continuous improvement systems and processes. Consider co-assessment with BSBFLM405B Implement operational plan, BSBCM0411A Monitor a safe workplace, BSBCM0412A Promote innovation and change and BSBFLM412A Promote team effectiveness. This unit is related to BSBFLM509B Facilitate continuous improvement.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Implement continuous improvement systems and processes | 1.1 **Systems** are implemented to ensure that individuals and teams are actively encouraged and supported to *participate in decision making processes*, assume responsibility and exercise initiative  
1.2 The organisation’s **continuous improvement processes** are communicated to individuals and teams, and feedback is obtained  
1.3 Effective *mentoring and coaching* ensures that individuals and teams are able to implement the organisation’s continuous improvement processes |
2. **Monitor and review performance**

   2.1 The organisation’s systems and *technology* are used to monitor and review progress and to identify ways in which planning and operations could be improved.

   2.2 *Customer service* is improved through continuous improvement techniques and processes.

   2.3 Recommendations for adjustments are formulated and communicated to those who have a role in their development and implementation.

3. **Implement opportunities for further improvement**

   3.1 *Processes* are implemented to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan.

   3.2 Work performance is documented to aid the identification of further opportunities for improvement.

   3.3 Records, reports and recommendations for improvement are managed within the organisation’s systems and processes.

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice
- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs

**OHS considerations may include:**

- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- requirements of OHS legislation related to delegation and reporting
• implementation and monitoring of the continuous improvement processes of any OHS management system

**Systems may refer to:**
- organisation policies and procedures
- web based communication devices
- forums, meetings
- newsletters and reports

**Participate in decision making processes may include:**
- processes which ensures that all employees have the opportunity to contribute to organisational issues
- feedback in relation to outcomes of the consultative process

**Continuous improvement processes may include:**
- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products
- evaluations and monitoring of effectiveness

**Mentoring and coaching may refer to:**
- teaching another member of the team, usually focusing on a specific work task or skill
- providing feedback, support and encouragement on a range of matters
- providing assistance with problem solving

**Technology may include:**
- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities

**Customer service may be:**
- internal or external
- to existing, new or potential clients

**Processes may refer to:**
- team meetings
- email/intranet, newsletters or other communication devices
- newsletters and bulletins
• staff reward mechanisms

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to implement, monitor and adjust plans, processes and procedures to improve performance; they must also be able to support others to implement the continuous improvement system/processes, and be able to identify and report opportunities for further improvement.

Specific Evidence Requirements

Required knowledge and understanding include:

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

• the principles and techniques associated with:
  – continuous improvement systems and processes
  – benchmarking
  – best practice
  – the quality approaches which the organisation may implement
  – the methods that can be used in continuous improvement
  – the organisation’s recording, reporting and recommendation processes to facilitate continuous improvement
  – change management

• the benefits of continuous improvement

• the barriers to continuous improvement

• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

• functional literacy skills to access and use workplace information
• communication skills to:
  - gain the commitment of individuals and teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
  - research, analysis, interpretation and reporting skills
  - monitoring and evaluation skills
  - skills to consolidate opportunities for improvement
  - coaching and mentoring skills to provide support to colleagues

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (2)**

• liaising with individuals and work team to improve the organisation’s continuous improvement processes
• communicating the organisation's continuous improvement systems and processes
• ensuring the effective coaching and mentoring of team members is provided

**Collecting, analysing and organising information (2)**

• analysing data related to progress and improvement
• organising information in such a way that it is accessible to team members
• making recommendations for adjustments to systems and processes

**Planning and organising activities (2)**

• planning customer service improvements

**Working in a team (2)**

• encouraging team members to participate in decision making processes
• obtaining team feedback on further improvement initiatives

**Using mathematical ideas and techniques (1)**

• completing calculations for work improvement
Solving problems (2)

- implementing the organisation’s continuous improvement processes, and investigating problems with introducing improvements

Using technology (2)

- using technology to assist the management of information to aid the continuous improvement

Innovation skills (2)

- developing an innovative approach to the implementation of the continuous improvement system to enhance business operations

Products that could be used as evidence include:

- documentation produced in implementing continuous improvement, such as:
  - contribution to organisational policies and procedures
  - contribution to procedures and policies for dealing with continuous improvement processes, and relevant codes of conduct
  - actions for information collection, analysis and retrieval
  - learning and development plans
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address internal and external information management issues
  - actions taken to address issues and problems
  - reviews of people management
  - advice and input into management decisions related to continuous improvement
  - records of people management lessons learned

Processes that could be used as evidence include:

- how strategies have been implemented to encourage team members to participate in the decision making process

- examples of how continuous improvement processes were communicated to all stakeholders

- examples of coaching and mentoring used to support continuous improvement processes

- how technology was used to monitor operational progress

- recommendations for adjustments that have been made

- how team members were informed of improvements/innovations
• how work performance was documented to aid identification of further opportunities for improvement

• how future planning has included areas which have recorded improvements

Resource implications for assessment include:

• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

• that this unit can be assessed in the workplace or in a closely simulated work environment

• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

• that examples of actions taken by candidate to implement continuous improvement are provided

Integrated competency assessment means:

• this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM412A Promote team effectiveness

**Unit Descriptor**
This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

**Competency Field**
Business management services

**Domain**
Frontline management

**Application of the Competency**
This unit replaces BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams, which have been combined to create this unit.

Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements define the critical outcomes of a unit of competency.</td>
<td>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <em>Italicised</em> terms are elaborated in the Range Statement.</td>
</tr>
<tr>
<td>1. <strong>Plan to achieve team outcomes</strong></td>
<td>1.1 <em>Team purpose, roles, responsibilities, goals, plans and objectives</em> are identified, established and documented in <em>consultation</em> with team members</td>
</tr>
<tr>
<td></td>
<td>1.2 Team members are supported in meeting expected outcomes</td>
</tr>
<tr>
<td>2. <strong>Develop team cohesion</strong></td>
<td>2.1 Opportunities are provided for input of team members into planning, decision making and operational aspects of work team</td>
</tr>
<tr>
<td></td>
<td>2.2 Team members are encouraged and supported to take <em>responsibility for own work</em> and to assist each other in undertaking required roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.3 <em>Feedback</em> is provided to team members to encourage, value and reward individual and team efforts and contributions</td>
</tr>
</tbody>
</table>
2.4 Issues, concerns and problems identified by team members are recognised and addressed or referred to relevant persons as required

3. Participate in and facilitate work team

3.1 Team members are actively encouraged to participate in and take responsibility for team activities and communication processes

3.2 The team is given support to identify and resolve problems which impede its performance

3.3 Own contribution to work team serves as a role model for others and enhances the organisation’s image within the work team, the organisation and with clients/customers

4. Liaise with management

4.1 Communication with line manager/management is kept open at all times

4.2 Information from line manager/management is communicated to the team

4.3 Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management and followed up to ensure action is taken

4.4 Unresolved issues, concerns and problems related to the team/team members raised by line managers/management are communicated to the team and followed up to ensure action is taken

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation’s OHS policies, procedures and programs
- OHS practice as an ethical standard and legislative requirement
Team purpose, roles, responsibilities, goals, plans and objectives may include:

- training of all employees in health and safety procedures, and updating of records
- goals for individuals and the work team
- expected outcomes and outputs
- individual and team performance plans and Key Performance Indicators (KPIs)
- action plans, business plans and operational plans linked to strategic plans
- OHS responsibilities

Consultation may refer to:

- attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness
- using mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Responsibility for own work may involve:

- individuals and teams
- individual and joint actions

Feedback may refer to:

- informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
- formal/informal gatherings between team members where there is communication on work related matters

Relevant persons may include:

- frontline manager’s direct superior or other management representatives
- colleagues
- OHS committees and other people with specialist responsibilities

Communication may include:

- verbal, written or electronic communication
- face-to-face
- formal/informal interaction

Line manager/management may refer to:

- frontline manager’s direct superior or other management representatives
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation’s image.

Specific Evidence Requirements

**Required knowledge and understanding includes:**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure, including organisational chart
- the principles and techniques associated with:
  - leadership
  - delegation and work allocation
  - group dynamics and processes
  - motivation
  - goal setting
  - planning
  - negotiation
  - individual behaviour and difference

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
• problem solving skills
• leadership skills
• group facilitation skills
• attributes:
  – empathic
  – communicative
  – showing positive leadership
  – self-aware
  – supportive
  – trusting
  – open
  – flexible
  – accommodating
  – initiating
  – loyal
  – recognising achievement
  – fair
  – adaptable
  – assertive
  – persuasive

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

• communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing

• communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing
Collecting, analysing and organising information (2)

- maintaining currency of own knowledge and skills and that of team members relevant to organisation planning
- undertaking analysis following planning activities
- using data collection and analysis for monitoring and review

Planning and organising activities (2)

- planning for own work and that of team members including delegation and work allocation

Working in a team (2)

- working with team members and providing leadership to team
- working with line manager/management to represent team interests

Using mathematical ideas and techniques (1)

- using calculation skills associated with data manipulation relevant to work of team, including financial data

Solving problems (2)

- applying problem solving skills as required to address problems arising in leading team

Using technology (1)

- using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of team
- understanding assistive technologies, as necessary

Innovation skills (2)

- developing an innovative approach to the implementation of strategies to improve team effectiveness

Products that could be used as evidence include:

- documentation produced in managing people within the work team, such as:
  - reports
  - minutes or records of meetings
  - work journals or diaries
  - records of actions taken to address issues raised by team members

Processes that could be used as evidence include:

- how communication process has been managed and how processes have been implemented to ensure that consultation takes place
- examples of how team members were supported and encouraged to meet expected outcomes
- examples of strategies which have been developed to develop and facilitate team cohesion
- how performance plan was implemented
• how team members were guided and supported in performing their role, including induction process for new team members

• how performance management system was implemented within work team

• how problems and issues within the work team were addressed

• how input and advice was provided to management in relation to human resource management of the work team

• how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

Resource implications for assessment include:

• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

• that this unit can be assessed in the workplace or in a closely simulated work environment

• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

• that examples of actions taken by candidate to promote team effectiveness are provided

Integrated competency assessment means:

• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM501B Manage personal work priorities and professional development

Unit Descriptor
This unit specifies the outcomes required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using strategies to develop further competence.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM501A Manage personal work priorities and professional development.

Frontline managers are responsible for managing their own performance and professional development.

At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement using a range of problem solving and decision making strategies.

This unit builds on BSBCMN402A Develop work priorities. Consider co-assessment with BSBFLM506B Manage workplace information systems, BSBFLM511B Develop a workplace learning environment and BSBFLM512A Ensure team effectiveness.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Establish personal work goals
   1.1 Personal work planning and organisation serve as a positive role model in the workplace
   1.2 Personal work goals, plans and activities reflect the organisation’s plans, and own responsibilities and accountabilities
   1.3 Individual initiative is taken to achieve and extend personal work goals beyond those planned
   1.4 Personal performance is measured and maintained in varying work conditions, work contexts and contingencies

2. Set and meet own work priorities
   2.1 Initiative is taken to prioritise and facilitate competing demands to achieve personal, team and the organisation’s goals and objectives
   2.2 Technology is used efficiently and effectively to manage work priorities and commitments
3. **Develop and maintain professional competence**

3.1 Personal knowledge and skills are assessed against *competency standards* to determine development needs, priorities and plans.

3.2 Feedback from employees, *clients and colleagues* is sought and used to identify and develop ways to improve competence.

3.3 *Development opportunities* suitable to personal learning style(s) are identified, evaluated, selected and used to develop competence.

3.4 Participation in networks is undertaken to enhance personal knowledge, skills and work relationships.

3.5 New skills are identified and developed to achieve and maintain a competitive edge.

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- inclusion of OHS in personal work priorities within the context of the organisation
- adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

**OHS considerations may include:**

- a statement of conduct outlining an individual’s responsibilities/actions/performance
- outputs as expressed in position descriptions or duty statements
• expectations of workplace performance as expressed in a performance plan

Technology may include:
• computerised systems and software such as databases, project management and word-processing
• telecommunications devices
• any other technology used to carry out work roles and responsibilities

Competency standards may include:
• nationally endorsed units of competency consistent with work requirements of the diploma
• enterprise-specific units of competency consistent with work requirements of the diploma

Clients and colleagues may be:
• internal or external customers
• team members
• colleagues at the same level and more senior managers
• people from a wide range of social, cultural and ethnic backgrounds and physical and mental abilities

Development opportunities may include:
• induction
• mentoring
• action learning
• coaching
• shadowing
• exchange/rotation
• structured training programs

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have the competencies to prepare personal work plans and establish personal work priorities. They must be able to show evidence of the ability to assess their own performance and to identify and act on their own professional development needs.
Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques involved in the management and organisation of:
  - personal goal setting
  - performance measurement
  - time management
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
- the organisation’s policies, plans and procedures
- the types of work methods and practices which can improve personal performance
- the types of learning style(s) and how they relate to the individual
- the management development opportunities and options for self

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to interpret written and oral information about workplace requirements
- communication skills, including receiving and analysing feedback and reporting
- a range of skills to support work management and development:
  - researching information to develop personal and work plans
  - eliciting, analysing and interpreting feedback
  - analysing culturally different viewpoints and taking them into account in personal and work plans
  - monitoring workplace trends related to work role and responsibilities
  - using information systems to assist establish work plans
- assessing the effectiveness of own management development
- developing and maintaining professional networks

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (3)**
- consulting with members of work team and professional networks to obtain feedback to identify and develop ways to improve competence

**Collecting, analysing and organising information (3)**
- measuring self-performance and developing work plan

**Planning and organising activities (3)**
- developing work plan and setting own priorities

**Working in a team (3)**
- using professional networks to aid professional development and to obtain feedback

**Using mathematical ideas and techniques (1)**
- using these as an aid to measure and plan personal goals

**Solving problems (3)**
- addressing problems related to achievement of work and development plans

**Using technology (3)**
- using technology to aid effective communication and aid development of plan

**Innovation skills (3)**
- developing and using innovative approaches to the development of personal skill development and goal setting

**Products that could be used as evidence include:**
- documentation produced in managing personal work priorities and professional development, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for professional development, and related codes of conduct
  - actions taken to address professional development, information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a professional development information system
- learning and development plans for self
- actions taken to address internal and external information management issues
- reviews of people management
- advice and input into management decisions related to professional development

Processes that could be used as evidence include:

- how personal work planning and allocation has been managed
- examples of how individual initiative has been used and personal work goals have been extended
- how personal performance has been measured
- examples of how initiative has been taken to prioritise and facilitate competing demands to achieve goals and objectives
- how technology has been used to manage work priorities
- how personal knowledge and skills have been assessed
- how feedback has been sought from employees, clients and colleagues and acted on to develop improved competence
- how individual learning and development pathways have been developed
- how new skills have been identified and developed to gain a competitive edge

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage personal work priorities and professional development are provided
Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM503B Manage effective workplace relationships

Unit Descriptor
This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM503A Establish effective workplace relationships.

Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that employees, customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement using a range of problem solving and decision making strategies.

This unit builds on BSBFLM403B Implement effective workplace relationships. Consider co-assessment with BSBFLM512A Ensure team effectiveness.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Manage information and ideas

1.1 *Strategies and processes* are put in place to ensure that *information* associated with the achievement of work responsibilities is collected from appropriate *sources* and communicated to all stakeholders

1.2 *Strategic planning and operational planning* is conducted to ensure that communication of ideas and information is appropriate to the audience and is sensitive to social and cultural diversity and any special needs
1.3 Consultation processes are developed and/or implemented to ensure that employees have the opportunity to contribute to issues related to their work and that feedback on outcomes of the consultation process is received

1.4 Policies are established and/or implemented to ensure that contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches

1.5 Processes and procedures are developed and/or implemented to ensure that issues raised are resolved promptly or referred to relevant personnel as required

2. Establish systems to develop trust and confidence

2.1 Policies are established and/or implemented to ensure that people are treated with integrity, respect and empathy, and that the organisation’s social, ethical and business standards are used to develop and maintain effective relationships

2.2 Trust and confidence of employees, colleagues, customers and suppliers is gained and maintained through competent performance

2.3 Own interpersonal styles and methods are adjusted to the organisation’s social and cultural environment and members of the work team are guided and supported in their personal adjustment process

3. Manage the development and maintenance of networks and relationships

3.1 Strategic networks and other work relationships are used to identify and build relationships to provide identifiable benefits for the team and for the organisation

3.2 Ongoing planning and implementation are conducted to ensure that effective workplace relationships are developed and maintained

4. Implement strategies to manage difficulties to achieve positive outcomes

4.1 Strategies are developed and/or implemented to ensure that difficulties are identified and analysed, and that an action plan is developed to rectify the situation in accordance with organisational requirements and relevant legislation

4.2 Guidance, counselling and support are extended to colleagues in their efforts to resolve work difficulties

4.3 Processes to ensure the identification and management of poor work performance are developed and managed within the organisation’s processes
4.4 Processes and systems are established to ensure that conflict is identified and managed constructively within the organisation’s processes.

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- organisation’s responsibilities to customers and suppliers
- adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

Strategies and processes may include:

- long-term or short-term plans factoring in opportunities for team input
- individual and team performance plans
- clarification of roles and expectations
- questionnaires, surveys, interviews
- policies and procedures
- training and development activities
- communication devices, such as intranet and email communication systems, newsletters, reports

Information may be:

- data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
- policies and procedures
- planning and organisational documents including the outcomes of continuous improvement and quality assurance
- marketing and customer-related data
- archived, filed and historical background data
- individual and team performance data

Sources may be:
- internal or external customers such as:
  - supervisors
  - team members
  - fellow frontline managers
  - clients, purchasers of services
  - contractors
- in print format such as team reports
- non-print including verbal reports
- annotated performance plans
- productivity, data outputs and inputs
- human resource information such as rates of absenteeism and workplace participation data

Strategic planning may refer to:
- formal processes for determining the organisation’s strategic direction and strategies for achieving it within the context of the organisation's strategic plan including:
  - research of the internal and external environment including scenario planning, forecasting, looking over the horizon, risk analysis, market analysis, review of performance indicators and data analysis
  - consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, meetings

Operational planning may refer to:
- processes to develop plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a service or product including:
  - review of performance indicators and data analysis
  - consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, invitations to respond to drafts, team and operational meetings
| **Consultation processes may include:** | • the development or implementation of a process which ensures that all employees have the opportunity to contribute to workplace issues  
• feedback to the work team in relation to outcomes of the consultation process |
| **Policies may refer to:** | • organisational guidelines and systems that govern operational functions  
• statements of commitment to action  
• frameworks |
| **Processes and procedures may include:** | • sets of accepted actions approved by the organisation  
• organisational tasks and activities undertaken to meet performance outcomes  
• Standard Operating Procedures  
• Materials Safety Data Sheets |
| **Relevant personnel may include:** | • managers  
• supervisors  
• other employees  
• union representatives/employee groups  
• Board members  
• OHS committees and other people with specialist responsibilities |
| **The organisation’s social, ethical and business standards may refer to:** | • written standards such as those expressed in:  
  - vision and mission statements  
  - policies  
  - code of workplace conduct/behaviour  
  - dress code  
  - statement of workplace values  
• implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community  
• standards expressed in legislation and regulations such as anti-discrimination legislation  
• rewards and recognition for high performing staff  
• team members  
• employees at the same level, supervisors and more senior managers |

Employees, colleagues, customers and suppliers may refer to:
- internal and/or external contacts
- people from a wide variety of social, cultural and ethnic backgrounds

**Networks may be:**
- internal and/or external
- with individuals or groups
- through established structures or unstructured arrangements

**Guidance, counselling and support may be:**
- informal support provided by frontline managers including discussion of issues and exploration of mechanisms to resolve problems within organisational guidelines
- formal and professional support and guidance arranged from alternative internal or external sources within organisational guidelines

**Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this unit must be able to provide evidence that they are able to manage the process of accessing and analysing information to achieve planned outcomes, communicate information and ideas to a range of stakeholders and they must be able to manage a process which facilities the development and maintenance of positive work relationships, they must be able to encourage the development of trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.

**Specific Evidence Requirements**

**Required knowledge and understanding include:**
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques involved in the management and organisation of:
  - the organisation’s information
  - policy development
  - strategic and operational planning and working strategically
- effective workplace relationship through:
  - developing trust and confidence
fostering of consistent behaviour in work relationships
identifying the cultural and social environment
identifying and assessing interpersonal styles
developing, maintaining and managing networks
problem identification and resolution
handling conflict
consultation and communication techniques
managing poor work performance
managing relationships to achieve strategic planning responsibilities
monitoring, managing and introducing ways to improve work relationships
contributing to the elimination of discrimination/bias

Required skills and attributes include:
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- a range of communication and other skills that support effective workplace relationships:
  - responding to unexpected demands from a range of people
  - using consultative processes effectively
  - forging effective relationships with internal and/or external people and developing, maintaining and managing these networks
  - gaining the trust and confidence of colleagues
  - dealing with people openly and fairly
  - using coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:
Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.
| **Communicating ideas and information (3)** | • consulting with a variety of stakeholders both within and outside the organisation, including individuals and members of the work team  
  • providing guidance and counselling support to team members |
| **Collecting, analysing and organising information (3)** | • establishing processes to facilitate effective workplace relationships and to facilitate the development of networks |
| **Planning and organising activities (3)** | • building strategic networks to enhance workplace opportunities both within and outside the organisation |
| **Working in a team (3)** | • managing strategies to facilitate effective workplace relationships |
| **Using mathematical ideas and techniques (2)** | • using appropriate calculations to assist strategic planning |
| **Solving problems (3)** | • facilitating effective workplace relationships and communication processes, especially in the area of conflict resolution and as an aid to decision making |
| **Using technology (2)** | • using technology to assist in the management of information |
| **Innovation skills (3)** | • developing strategic networks to plan for effective workplace relationships and to achieve effective communication at all levels of the organisation and with external contacts |

**Products that could be used as evidence include:**

- documentation produced in managing effective workplace relationships, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with diversity, and related codes of conduct
  - actions taken including advice and input into management decisions to address social and ethical standards in the workplace
  - actions taken including advice and input into management decisions to address issues and problems within the work team
  - actions taken to address methods of accessing networks and developing strategic contacts within and outside the organisation
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
Processes that could be used as evidence include:

- induction programs developed and/or delivered
- actions taken to address internal and external communication processes
- reviews of people management
- advice and input into management decisions related to the work team
- records of people management lessons learned
- records of OHS consultation

- how strategies have been developed to ensure that information was collected and accessed
- how strategic and operational planning was conducted
- how policies were established, and contributions sought and used to develop new ideas and approaches
- how the organisation’s social and ethical standards have been used within workplace relationships
- how trust and confidence have been developed and maintained
- how interpersonal styles and methods were adjusted to the organisation’s social and cultural environment
- how strategic networks were used to build relationships
- how ongoing planning and implementation has been conducted
- how strategies were developed to ensure that difficulties are addressed and solutions planned
- how colleagues were counselled, guided and supported to resolve work difficulties
- examples of how poor work performance and conflict was managed

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by the candidate to manage effective workplace relationships are provided

Integrated competency assessment means:

• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM505B Manage operational plan

Unit Descriptor
This unit specifies the outcomes required to develop and monitor the implementation of the operational plan to provide efficient and effective workplace practices within the organisation’s productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation’s operational plan.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM505A Manage operational plan. Frontline managers have a key role managing individuals within work teams/groups. They play an important part in managing the performance of people who report to them directly. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM405B Implement operational plan. Consider co-assessment with BSBFLM503B Manage effective workplace relationships, BSBFLM506B Manage workplace information systems, BSBMGT505A Ensure a safe workplace, BSBFLM509B Facilitate continuous improvement and BSBFLM512A Ensure team effectiveness.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Develop operational plan

1.1 *Resource requirements* are researched, analysed and documented and an operational plan is *developed and/or implemented* in consultation with *relevant personnel, colleagues and specialist resource managers*.

1.2 *Consultation processes* are developed and/or implemented as an integral part of the operational planning process.

1.3 *Operational plans* are developed to contribute to the achievement of the organisation’s performance/business plan.

1.4 Details of the operational plan include the development of *key performance indicators* to measure organisational performance.
1.5 *Contingency plans* are developed and implemented at appropriate stages of operational planning

1.6 The development and presentation of proposals for resource requirements are assisted by a variety of information sources, and specialist advice is sought as required

2. **Plan and manage resource acquisition**

2.1 Strategies are developed and implemented to ensure that employees are recruited and/or inducted within the organisation’s human resource management policies and practices

2.2 Strategies are developed and implemented to ensure that physical resources and services are acquired in accordance with the *organisation’s policies, practices and procedures*

3. **Monitor and review operational performance**

3.1 Performance systems and processes are developed, monitored and reviewed to assess progress in achieving profit and productivity plans and targets

3.2 Budget and actual financial information is analysed and interpreted to monitor and review profit and productivity performance

3.3 Areas of under performance are identified, solutions recommended, and prompt action is taken to rectify the situation

3.4 Systems are planned and implemented to ensure that mentoring and coaching are provided to support individuals and teams to use resources effectively, economically and safely

3.5 Recommendations for variations to operational plans are negotiated and approved by *designated persons/groups*

3.6 Systems are developed and implemented to ensure that procedures and records associated with documenting performance are managed in accordance with the organisation’s requirements
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- update and review of organisation’s OHS systems, procedures and records
- organisation’s procedures for dealing with hazardous events
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs
- inclusion of OHS in key performance indicators

Resource requirements may include:

- human, physical and financial resources – both current and projected
- stock requirements and requisitions
- good and services to be purchased and ordered

Developed and/or implemented in some cases may mean that:

- the operational plan has been developed at a higher or specialist level and that a frontline manager may have little or no input to its development

Relevant personnel, colleagues and specialist resource managers may include:

- managers
- supervisors
- other employees
- OHS committee(s) and other people with specialist responsibilities
• union or employee representatives
• people at the same level or more senior managers
• people from a wide range of social, cultural and ethnic backgrounds

Consultation processes may refer to:
• meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
• mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Operational plans may include:
• tactical plans developed by the department or section to detail product and service performance
• organisational plans

Key performance indicators may refer to:
• measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements

Contingency plans may include:
• rental, hire purchase or alternative means of procurement of required materials, equipment and stock
• contracting out or outsourcing human resource and other functions or tasks
• restructuring of organisation to reduce labour costs
• strategies for reducing costs, wastage, stock or consumables
• diversification of outcomes
• recycling and re-use
• finding cheaper or lower quality raw materials and consumables
• seeking further funding
• increasing sales or production
• risk identification, assessment and management processes
• succession planning

The organisation’s policies, practices and procedures may include:
• those organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
• Standard Operating Procedures
• undocumented practices in line with organisational operations
• organisational culture

Designated persons/groups may include:
• managers or supervisors whose roles and responsibilities include decision making on operations
• other work groups or teams whose work will be affected by recommendations for variations
• groups designated in workplace policies and procedures
• other stakeholders such as Board members

Evidence Guide
The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements
A person who demonstrates competence in this standard must be able to provide evidence of their ability to manage the implementation of the operational plans for department or section. This will include acquisition and use of resources, contingency planning, financial information and budgets, performance reports, and evidence of a system to monitor and adjust operational performance plans as required.

Specific Evidence Requirements

Required knowledge and understanding include:

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
• the principles and techniques involved in the management and organisation of:
  - planning and managing operations
  - consultation and communication
  - contingency planning
  - resource planning and acquisition
  - resource management systems
  - budgeting and financial analysis and interpretation
  - monitoring and review of performance systems and processes
Required skills and attributes include:

- reporting performance
- problem identification and resolution
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills to:
  - monitor and review a safe workplace and environment
  - access and use feedback to improve operational performance
  - prepare recommendations to improve operational plans
  - access and use established systems and processes
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- sharing information with all stakeholders, including members of work teams to manage the facilitation of the operational plan
- negotiating variation to operational plans

Collecting, analysing and organising information (3)
- acquiring information for reporting and planning purposes to aid in the development and management of the operational plan

Planning and organising activities (3)
- planning resource acquisition and usage including human resources and contingency planning

Working in a team (3)
- managing the operation to achieve planning outcomes, especially in regard to team effectiveness
Using mathematical ideas and techniques (2)
- developing, analysing and monitoring budget and financial plans

Solving problems (3)
- developing and managing risk management and contingency plans and addressing unsatisfactory performance in all areas of the operation

Using technology (2)
- using technology to assist the management of information and to aid the planning process

Innovation skills (3)
- managing the team’s operations by developing innovative operational plans to achieve organisational outcomes

Products that could be used as evidence include:
- documentation produced while managing the operational plan, such as:
  - operational plan
  - rosters and staff allocation
  - resource planning
  - actions taken to address resource shortfalls
  - financial plans and budgets
  - contingency planning
  - risk management plans
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the operational plan
  - records of people management lessons learned

Processes that could be used as evidence include:
- how resource requirements have been researched and analysed, and management procedures addressed
- how work has been allocated within work team, and the rationale for allocation
- how strategies have been developed/implemented to ensure that employees were recruited and resources acquired
- how financial plans and budgets were formulated
• how the operational plan was developed and/or managed
• how key performance indicators were developed and used
• how contingency planning was undertaken
• how team members were guided and supported in performing their role, including induction process for new team members
• how individual learning and development pathways were developed
• how performance management system was implemented within work team and how areas of under performance were identified and addressed
• how problems and issues within the work team were addressed
• how input and advice was provided to management in relation to human resource management of the work team
• how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:
• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:
• that this unit can be assessed in the workplace or in a closely simulated work environment
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by the candidate to manage the operational plan are provided

Integrated competency assessment means:
• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM506B Manage workplace information systems

Unit Descriptor
This unit specifies the outcomes required to manage the identification, acquisition, analysis and use of appropriate information which plays a significant part in the organisation’s effectiveness. Particular emphasis is on the development of systems and the analysis of information.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM506A Manage workplace information systems.

Frontline managers, in identifying, acquiring, analysing and using appropriate information, play a significant role in contributing to the organisation’s effectiveness.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM406B Implement workplace information system. Consider co-assessment with BSBFLM505B Manage operational plan, BSBFLM507B Manage quality customer service, BSBMGT505A Ensure a safe workplace, BSBFLM509B Facilitate continuous improvement and BSBFLM512A Ensure team effectiveness.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. **Utilise information systems**

   1.1 Strategies are developed to ensure effective use of organisational information systems, so that information required by teams can be determined and found

   1.2 Information held by the organisation is accessed and reviewed to determine suitability, accessibility, currency and reliability

   1.3 Strategies are developed to source and obtain information which is not immediately available/accessible

2. **Collect, analyse and review information**

   2.1 Systems are developed to ensure that collection of information is timely, adequate, relevant to the needs of teams, and is in a format suitable for analysis, interpretation and dissemination
2.2 Information is analysed to identify and report relevant trends and developments to support the strategic planning process

3. **Manage the information systems**
3.1 Strategies are developed to ensure that management information systems are used effectively to store and retrieve data to aid the decision making process
3.2 Strategies are developed and implemented to ensure that technology available in the work area is used to manage information effectively
3.3 Strategies are developed and implemented to improve the information system, and communicated to designated groups as required

4. **Develop business plan/budgets**
4.1 Strategies are developed to maximise team involvement in business plans and/or budget preparation in a way which uses their contribution effectively and contributes to gaining support for the outcomes
4.2 *Business plans and/or budgets* are prepared and presented in accordance with the organisation’s guidelines and requirements
4.3 *Contingency plans* are developed as part of the strategic planning process

5. **Manage resource planning**
5.1 Resource proposals are developed in consultation with relevant stakeholders using all available planning information
5.2 Estimates of resource needs and use reflect the organisation’s business plans, and customer and supplier requirements
5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
OHS considerations may include:

- relevant industry codes of practice
- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- health and safety procedures at the workplace relevant to employees, including the use and maintenance of risk control measures
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and regular updating of OHS systems
- inclusion of OHS in business plans
- inclusion of OHS in resource proposals
- adjustment of OHS approach to cater for social and cultural diversity and special needs

Information may include:

- data shared and retrieved in various forms such as in writing or verbally, electronically or manually
- policies and procedures
- planning and organisational documents
- organisational performance data
- financial and contractual data
- marketing and customer-related data
- continuous improvement and quality assurance data
- archived, filed and historical background data
- data available internally or externally

Strategies may refer to:

- long-term or short-term plans for obtaining storing and retrieving information
- dialogue with personnel holding information
- training activities
- questionnaires, surveys and interviews

Technology may include:

- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities
Designated groups may include:

- managers or supervisors whose roles and responsibilities concern information systems
- other work groups or teams whose work will be affected by the system
- groups designated in workplace policies and procedures
- other stakeholders accessing the information system such as customers and service providers

Business plans and/or budgets may refer to:

- long-term budgets/plans
- short-term budgets/plans
- operational plans
- spreadsheet-based financial projections
- cash flow projections
- targets or key performance indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

Contingency plans may include:

- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

Relevant stakeholders may include:

- internal and external contacts
- senior management and Board members
- individuals within the work team
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to access, use and communicate workplace information. They must be able to show evidence of the ability to manage the design of the workplace information system to facilitate the operational plan. They must be able to provide feedback on how to improve the management information system and research and prepare financial and resource plans/proposals.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques involved in the management and organisation of:
  - strategy development and implementation which facilitates workplace information systems
  - accessing and assessing information
  - contingency planning
  - problem identification and resolution
  - leadership and mentoring techniques
  - information systems
  - development of resource proposals
- consultation and communication techniques
- methods of collecting, analysing, reviewing and reporting information
- financial concepts in business plans and budgets
- methods to gain efficiencies in resource management
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills
- research skills including collecting, analysing, interpreting and reporting information
- skills to identify current and future planning for information requirements of the team
- information management skills
- skills to improve information usage in decision making
- information presentation skills
- coaching and mentoring skills to provide support to colleagues
- technology skills to extract/input/present information

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating verbally with stakeholders, especially individuals and members of the work team, to obtain information and feedback and to discuss strategies
- communicating in writing, including submissions on proposals to secure resources, business plans, budgets, systems and strategies

Collecting, analysing and organising information (3)
- accessing a range of information to assist in the development and/or implementation of the information system
- analysing data, information and feedback to identify trends
- ensuring the system is appropriate for information storage and retrieval
Planning and organising activities (3)
- preparing business plans, budgets and proposals
- undertaking risk management and contingency planning

Working in a team (3)
- developing and maintaining the information management system in consultation with work team and other stakeholders
- maintaining team cohesion and effectiveness

Using mathematical ideas and techniques (2)
- making budget calculations to aid financial planning

Solving problems (3)
- addressing problems related to the development and implementation of the information system

Using technology (2)
- using appropriate technology to assist in the management of information

Innovation skills (3)
- developing an innovative approach to the development of the information system to enhance business operations

Products that could be used as evidence include:
- documentation produced in managing the workplace information system, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with information management systems, and related codes of conduct
  - actions taken to develop an information system and address issues of information collection, retrieval and analysis
  - strategies developed to ensure management information system is used effectively
  - actions taken to address internal and external information management issues and problems
  - advice and input into management decisions related to management information systems
  - budgets and business plans developed
  - contingency plans developed
  - resource proposals
  - learning and development plans for team
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address issues and problems
  - reviews of people management
### Processes that could be used as evidence include:

- records of people management lessons learned
- how strategies have been developed to ensure the organisational information system is utilised
- how the system has been managed to ensure that information is collected efficiently and effectively
- how strategies ensure information is accessed and reviewed
- how record keeping systems have been managed
- how systems have been designed to store and use data for the decision making process
- how systems have been designed to ensure that technology is used to manage information effectively
- examples of how strategies have been designed and used to improve the information system
- how strategies were developed to maximise team involvement in budgets and planning
- how budgets, business and contingency plans were prepared and presented
- how resource proposals were developed and consulted on

### Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

### Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage workplace information systems are provided
- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity

### Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM507B Manage quality customer service

Unit Descriptor
This unit specifies the outcomes required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation and the customer.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM507A Manage quality customer service.

Frontline managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. They work within the context of the organisation’s policies and practices as well as legislation, conventions and codes of practice.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBCMN410A Coordinate implementation of customer service strategies. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM506B Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509B Facilitate continuous improvement.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms are elaborated in the Range Statement.*

1. **Plan to meet internal and external customer requirements**
   1.1 The needs of *customers* are investigated, understood and assessed, and included in planning processes
   1.2 Plans achieve the *quality*, time and cost specifications agreed with customers

2. **Ensure delivery of quality products and/or services**
   2.1 Products and/or services are delivered to customer specifications within the team’s business plan
   2.2 Team performance is managed to consistently meet the organisation’s quality and delivery standards
   2.3 Leadership, supervision, coaching and mentoring assist colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and review customer service

3.1 Strategies to monitor progress in achieving product and/or service targets and standards are developed and used

3.2 Strategies to obtain customer feedback are developed and used to improve the provision of products and/or services

3.3 Resources are developed, procured and used effectively to provide quality products and/or services to customers

3.4 Decisions to overcome problems and to adapt customer service and products and/or service delivery are taken in consultation with appropriate individuals and groups

3.5 Records, reports and recommendations are managed within the organisation’s systems and processes

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of the organisation’s OHS systems, procedures and records
- organisation’s responsibilities to customers and suppliers
• adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Customers may be:

• co-workers, peers and fellow frontline managers
• supervisors
• Board members
• clients, purchasers of services
• members of the general public who make contact with the organisation, such as prospective purchasers of services
• suppliers of goods and services and contractors providing goods and services
• potential funding bodies

Quality may refer to:

• the characteristics of a product, system, service or process meets the requirements of customers and interested parties

Strategies may refer to:

• policies and procedures
• long-term or short-term plans for monitoring achievement and evaluating effectiveness
• feedback forms and other devices to enable communication from customers
• electronic feedback mechanisms using intranet, internet and email
• training and development activities
• questionnaires, survey and interviews
• databases and other controls to record and compare data over time

Resources may include:

• people
• power/energy
• information
• finance
• buildings/facilities
• equipment
• technology
• time
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to develop strategies designed to meet customer needs; provide quality service; review and improve service; develop processes to access and follow-up customer feedback; and manage a system for reporting/recording customer service outcomes.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation’s policies and procedures for dealing with customers
- the principles and techniques involved in the management and organisation of:
  - customer needs research
  - strategies to obtain customer feedback
  - customer relations
  - customer behaviour
  - problem identification and resolution
  - quality customer service delivery
  - ongoing product and/or service quality
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
- consultation and communication techniques
- leadership and mentoring techniques
- management of relationships to achieve strategic planning responsibilities
- strategies for contributing to the elimination of discrimination/bias
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills
- skills to research, analyse and report information
- planning and organising skills
- team work skills
- problem-solving skills to deal with complex and non-routine difficulties
- technology skills at the appropriate level
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (3)**
- consulting with others on customer needs and to report on customer service outcomes

**Collecting, analysing and organising information (3)**
- ensuring that appropriate strategies are in place to collect, organise and monitor customer information

**Planning and organising activities (3)**
- planning to meet customer needs and to manage a system for reporting/recorded customer service outcomes

**Working in a team (3)**
- using leadership, supervision, coaching and mentoring to manage team performance
- consulting with team members on planning, delivery and improvement

**Using mathematical ideas and techniques (2)**
- undertaking calculations associated with customer service

**Solving problems (3)**
- identifying and resolving deficiencies in customer service and developing strategies to improve service

**Using technology (2)**
- using technology to assist the management of customer information
Innovation skills (3)

- developing an innovative approach to the development of strategies to improve customer service provision

Products that could be used as evidence include:

- documentation produced in managing quality customer service, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with customer service provision, and related codes of conduct
  - actions taken to address customer service information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a customer service information system
  - actions taken to address internal and external customer service issues
  - advice and input into management decisions related to customer service
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address issues and problems within work team
  - reviews of people management
  - records of people management lessons learned

Processes that could be used as evidence include:

- how customers needs have been addressed
- how planning was conducted and specifications achieved
- how products and/or services have been delivered
- how team performance was managed
- how team members were guided and supported in performing their role
- examples of strategies developed to monitor customer service and to obtain customer feedback
- examples of resources developed to provide for customers needs
- examples of strategies to adapt customer service delivery to overcome problems
### Resource implications for assessment include:
- examples of how records and reporting procedures were managed within the organisation's processes
- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

### Validity and sufficiency of evidence requires:
- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to promote quality customer service are provided

### Integrated competency assessment means:
- this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM509B Facilitate continuous improvement

Unit Descriptor
This unit specifies the outcomes required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies and to manage opportunities for further improvements.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM509A Promote continuous improvement.

Frontline managers have an active role in managing the continuous improvement process in achieving the organisation’s objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM409B Implement continuous improvement. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, and BSBFLM507B Manage quality customer service, BSBMGT505A Ensure a safe workplace, BSBFLM510B Facilitate and capitalise on change and innovation, and BSBFLM511B Develop a workplace learning environment.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lead continuous improvement systems and processes</td>
<td>1.1 <em>Strategies</em> are developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate</td>
</tr>
</tbody>
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*Italicised terms are elaborated in the Range Statement.*
1.2 Systems are established to ensure that the organisation’s continuous improvement processes are communicated to all stakeholders.

1.3 Effective mentoring and coaching processes are developed to ensure that individuals and teams are able to implement and support the organisation’s continuous improvement processes.

2. **Monitor and adjust performance strategies**

2.1 Strategies are developed to ensure that systems and procedures including technology are used to monitor operational progress and to identify ways in which planning and operations could be improved.

2.2 Customer service strategies and processes are improved through continuous improvement techniques and processes.

2.3 Strategies are adjusted and communicated to all stakeholders according to organisational procedures.

3. **Manage opportunities for further improvement**

3.1 Processes are established to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan.

3.2 Processes include documentation of work team performance to aid the identification of further opportunities for improvement.

3.3 Areas which have recorded improvement and opportunities for improvement, are taken into account in all aspects of future planning.

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

**OHS considerations may include:**

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
• OHS practice as an ethical standard and legislative requirement
• training of all employees in health and safety procedures
• establishing and maintaining the continuous improvement processes of any OHS management system
• regularly updating and reviewing the organisation’s OHS systems, procedures and records
• organisation’s procedures for dealing with hazardous events
• adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Strategies may refer to:
• long-term or short-term plans factoring in opportunities for team input
• mentoring and ‘buddy’ systems to support team members in participating in decision making
• clarification of roles and expectations
• training and development activities
• performance plans
• communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions
• reward/recognition programs for high performing staff

Systems may refer to:
• policies and procedures
• web based communication devices
• forums, meetings
• newsletters and reports

Continuous improvement processes may include:
• policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
• cyclical audits and reviews of workplace, team and individual performance
• seeking and considering feedback from a range of stakeholders
• modifications and improvements to systems, processes, services and products
• evaluations and monitoring of effectiveness

Stakeholders may include:
• internal and external contacts
• senior management and board members
• individuals within the work team
• the organisation’s clients and customers
• business or government contacts
• funding bodies
• unions/employee groups
• professional associations

Technology may include:
• computerised systems and software such as databases, project management and word-processing
• telecommunications devices
• any other technology used to carry out work roles and responsibilities

Operational progress may refer to:
• success in meeting agreed goals and performance indicators
• productivity gains
• customer service indicators
• OHS indicators

Processes may refer to:
• team meetings
• email/intranet, newsletters or other communication devices
• newsletters and bulletins
• staff reward mechanisms

Documentation of work team performance may include:
• records and reports
• annotated performance plans
• quantitative data such as production figures
• recommendations for improvement
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to develop, monitor and adjust plans, processes and procedures to improve performance; they must also be able to support others to implement the continuous improvement system/processes and to be able to identify and manage opportunities for further improvement.

Specific Evidence Requirements

**Required knowledge and understanding include:**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques involved in the management and organisation of:
  - continuous improvement systems and processes
  - benchmarking
  - change management
  - problem identification and resolution
  - leadership and mentoring techniques
  - management of ongoing product and service quality
  - consultation and communication techniques
  - best practice
  - strategies to monitor and adjust operational performance
  - recording and reporting methods
- benefits of continuous improvement
- barriers to continuous improvement
- quality approaches which the organisation may implement
BSBFLM509B Facilitate continuous improvement

Required skills and attributes include:

- methods that can be used in continuous improvement
- organisation’s recording, reporting and recommendation processes to facilitate continuous improvement
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills to:
  - gain the commitment of individuals/teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
- research, analysis and reporting skills
- monitoring and evaluating skills
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:
Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- establishing systems to communicate continuous improvement processes to team members and other stakeholders
- ensuring processes inform team members of improvements and achievements

Collecting, analysing and organising information (3)
- establishing processes to document performance

Planning and organising activities (3)
- adjusting plans and strategies as a result of feedback

Working in a team (3)
- developing strategies to involve team members in decision making
| **Using mathematical ideas and techniques (1)** | • completing calculations associated with work improvement |
| **Solving problems (3)** | • developing and improving the organisation’s continuous improvement processes and investigating problems with introducing improvements |
| **Using technology (2)** | • using technology to assist the management of information |
| **Innovation skills (3)** | • developing an innovative approach to the development of the continuous improvement system to enhance business operations |

**Products that could be used as evidence include:**

- documentation produced in leading the team, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with continuous improvement systems, and related codes of conduct
  - actions taken to address information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a continuous improvement system
  - actions taken to address internal and external continuous improvement issues
  - actions taken to address issues and problems within the work team and continuous improvement
  - advice and input into management decisions related to the work team and continuous improvement
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - reviews of people management
  - records of people management lessons learned

**Processes that could be used as evidence include:**

- how strategies are developed to encourage team members to participate in the decision making process
- examples of how continuous improvement processes were communicated to all stakeholders
• examples of how continuous improvement processes were supported
• how technology was used to monitor operational progress
• examples of how plans have been adjusted and communicated to all stakeholders
• how team members were informed of improvements/innovations
• how work performance was documented to aid identification of further opportunities for improvement
• how future planning has included areas which have recorded improvements

Resource implications for assessment include:
• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:
• that this unit can be assessed in the workplace or in a closely simulated work environment
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by the candidate to facilitate continuous improvement are provided

Integrated competency assessment means:
• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM510B Facilitate and capitalise on change and innovation

Unit Descriptor
This unit specifies the outcomes required to plan and manage the introduction and facilitation of change. Particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM510A Facilitate and capitalise on change and innovation.

Frontline managers have an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBCMN412A Promote innovation and change. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, and BSBFLM509B Facilitate continuous improvement.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Participate in planning the introduction and facilitation of change

1.1 The manager contributes effectively to the organisation’s planning processes to introduce and facilitate change

1.2 Plans to introduce change are made in consultation with appropriate stakeholders

1.3 The organisation’s objectives and plans to introduce change are communicated effectively to individuals and teams

2. Develop creative and flexible approaches and

2.1 A variety of approaches to managing workplace issues and problems are identified and analysed
2.2 Risks are identified and assessed, and action initiated to manage these to achieve a recognised benefit or advantage to the organisation

2.3 The workplace is managed in a way which promotes the development of innovative approaches and outcomes

2.4 Creative and responsive approaches to resource management improve productivity and services, and/or reduce costs

3. Manage emerging challenges and opportunities

3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organisation’s goals, plans and priorities

3.2 Coaching and mentoring assist individuals and teams to develop competencies to handle change efficiently and effectively

3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organisation

3.4 Information needs of individuals and teams are anticipated and facilitated as part of change implementation and management

3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with appropriate individuals and groups

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and regular updating of records

- OHS hazard identification, risk assessment and control

- implementation of procedures for dealing with hazardous events

- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

**Manager refers to:**
- a person with frontline management roles and responsibilities, regardless of the title of their position

**Appropriate stakeholders may refer to:**
- those individuals and organisations who have a stake in the change and innovation being planned, including:
  - organisation directors and other relevant managers
  - teams and individual employees who are both directly and indirectly involved in the proposed change
  - union/employee representatives or groups
  - OHS committees
  - other people with specialist responsibilities
  - external stakeholders where appropriate – such as clients, suppliers, industry associations, regulatory and licensing agencies

**Risks may refer to:**
- any event, process or action that may result in goals and objectives of the organisation not being met

- any adverse impact on individuals or the organisation

- various risks identified in a risk management process

**Information needs may include:**
- new and emerging workplace issues

- implications for current work roles and practices including training and development

- changes relative to workplace legislation, such as OHS

- workplace data such as productivity, inputs/outputs and future projections

- planning documents

- reports
• market trend data
• scenario plans
• customer/competitor data

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to identify opportunities to improve performance in consultation with appropriate individuals and groups. They must be able to show evidence of the ability to develop flexible and creative approaches and strategies to introduce and manage change and innovation and to provide coaching and mentoring support to facilitate change. They must be able to assess risks associated with the introduction of change and manage emerging challenges and opportunities.

Specific Evidence Requirements

Required knowledge and understanding includes:

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

• the principles and techniques involved in:
  - change and innovation management
  - development of strategies and procedures to implement and facilitate change and innovation
  - use of risk management strategies: identifying hazards, assessing risks and implementing risk control measures
  - problem identification and resolution
  - leadership and mentoring techniques
  - management of quality customer service delivery
  - consultation and communication techniques
  - record keeping and management methods

• the sources of change and how they impact

• the factors which lead/cause resistance to change

Required skills and attributes include:

• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
• functional literacy skills to access and use workplace information

• communication skills to:
  - gain the trust and confidence of colleagues
  - deal with people openly and fairly
  - use consultation skills effectively

• research, analysis and reporting skills

• skills to:
  - influence the organisation’s culture so that it is receptive to change and innovation
  - monitor trends in the internal and/or external environment
  - respond positively to new situations/challenges
  - evaluate alternative proposals for change
  - manage resistance to change
  - draw on the diversity of the workplace to assist the organisation benefit from change

• coaching and mentoring skills to provide support to colleagues

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

- Level (1) represents the competence to undertake tasks effectively
- Level (2) represents the competence to manage tasks
- Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (3)**

- consulting with team and stakeholders on plans to introduce change
- communicating changes to team and individuals
- providing recommendations to management

**Collecting, analysing and organising information (3)**

- obtaining information about the change process and identifying opportunities and risks

**Planning and organising activities (3)**

- organising occasions to discuss change with the team and stakeholders

**Working in a team (3)**

- supporting the team to respond positively to change
- encouraging creative responses from team members
Using mathematical ideas
and techniques (2)

- making calculations associated with implementing change

Solving problems (3)

- addressing difficulties arising from the changes

Using technology (2)

- using technology to assist in the management of information to facilitate change

Innovation skills (3)

- taking an innovative approach to the development of the change process to enhance business operations
- documentation produced in leading change and innovation, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with change and innovation, and related codes of conduct
  - evidence of actions taken to address information collection and retrieval
  - evidence of actions taken to address methods of analysing information and developing change and innovation processes
  - evidence of actions taken to address internal and external change and innovation management issues
  - evidence of actions taken to address issues and problems within work team and change process
  - evidence of advice and input into management decisions related to the work team and change process
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - records of OHS consultation
  - risk assessment records
  - reviews of people management
  - records of people management lessons learned

Products that could be used as evidence include:

- how planning processes have introduced and facilitated change
- how plans for change were introduced and consulted on
- how communication processes were conducted
- how the operational plan was managed

Processes that could be used as evidence include:
• examples of approaches to managing workplace issues
• examples of risk assessments and measures to minimise risk
• how performance management system was implemented within work team
• how problems and issues within the work team were addressed
• how creative and innovative responses/approaches have affected productivity
• examples of team members responses to change and how coaching and mentoring was of assistance
• examples of adjustments to respond to changing needs of customers and/or the organisation
• examples of response to information needs
• examples of recommendations for improving methods for managing change

Resource implications for assessment include:
• access by the learner and trainer to appropriate documentation and resources normally used in the workplace
• that this unit can be assessed in the workplace or in a closely simulated work environment

Validity and sufficiency of evidence requires:
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by the candidate to facilitate and capitalise on change and innovation are provided
• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity

Integrated competency assessment means:
• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM511B Develop a workplace learning environment

Unit Descriptor
This unit specifies the outcomes required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
This unit replaces the unit BSBFLM511A Develop a workplace learning environment.

Frontline managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBCMN404A Develop teams and individuals. Consider co-assessment with BSBFLM501B Manage personal work priorities and professional development, BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, BSBFLM507B Manage quality customer service, and BSBMGT505A Ensure a safe workplace.

Element Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Create learning opportunities

   1.1 Potential formal and informal learning opportunities are identified

   1.2 Learning needs of individuals are identified in relation to the needs of the team and/or enterprise and available learning opportunities

   1.3 Learning plans are developed and implemented as an integral part of individual and team performance plans

   1.4 Strategies are developed to ensure that learning plans reflect the diversity of needs

   1.5 Organisational procedures maximise individual and team access to, and participation in, learning opportunities
1.6 Effective liaison occurs with *training and development specialists* and contributes to learning opportunities which enhance individual, team and organisational performance.

2. Facilitate and promote learning

2.1 Strategies are developed to ensure that workplace learning opportunities are used and team members are encouraged to share their skills and knowledge to *encourage a learning culture* within the team.

2.2 Organisational procedures are implemented to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes.

2.3 Policies and procedures are implemented to encourage team members to assess their own competencies, and to identify own learning and development needs.

2.4 The benefits of learning are shared with others in the team and organisation.

2.5 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

3. Monitor and improve learning effectiveness

3.1 Strategies are used to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety issues.

3.2 Feedback from individuals and teams is used to identify and introduce improvements in future learning arrangements.

3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning.

3.4 Processes are used to ensure that records and reports of competency are documented and maintained within the organisation’s systems and procedures to inform future planning.
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of procedures, records and systems
- inclusion of OHS requirements in the planning process
- inclusion of OHS in learning plans
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Learning opportunities may include:

- structured learning activities conducted outside and within the workplace such as:
  - training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or New Apprenticeship
  - accredited training through an independent organisation such as a State OHS authority
  - workshops
  - short courses
  - action learning
- workplace learning activities, that may also contribute to a recognised credential, such as:
- induction
- mentoring
- coaching
- shadowing
- exchange/rotation

**Learning needs may include:**
- gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks
- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

**Learning plans may include:**
- team competencies
- team roles and responsibilities
- performance standards
- work outputs and processes
- Key Performance Indicators (KPI)
- codes of conduct
- OHS requirements
- negotiated agreement with individual

**Diversity of needs may include:**
- learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches

**Training and development specialists may be:**
- internal or external

**Encourage a learning culture may refer to:**
- encouraging learning and sharing of skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

**Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this standard must be able to provide evidence that they are able to facilitate the development of a learning environment. They must be able to show evidence of the ability to identify workplace activities which facilitate learning, and negotiate learning arrangements with training and development specialists. They also must be able to develop strategies to monitor performance of individuals and the team and use this to improve learning effectiveness and future learning arrangements.
Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques involved in the management and organisation of:
  - adult learning
  - a learning environment and learning culture
  - work based learning
  - structured learning
  - problem identification and resolution
  - leadership
  - coaching and mentoring
  - consultation and communication
  - record keeping and management methods
  - monitoring and reviewing workplace learning
  - improvement strategies
- management of relationships to achieve a learning environment
- strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills to:
  - encourage colleagues to share their knowledge and skills
  - gain the trust and confidence of colleagues
  - deal with people openly and fairly
  - use consultation skills effectively
- skills to facilitate, promote and monitor learning:
identifying learning needs
- developing learning plans
- selecting and using work activities to create learning opportunities
- establishing a workplace which is conducive to learning
- negotiating learning arrangements with training and development specialists
- using coaching and mentoring to support learning
- evaluating the effectiveness of learning

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- discussing strategies to facilitate and improve workplace learning
- sharing with others the benefits of learning
- providing feedback, recognition and rewards to team and individuals

Collecting, analysing and organising information (3)
- assembling information about learning options

Planning and organising activities (3)
- developing and implementing strategies to facilitate and promote learning

Working in a team (3)
- gaining feedback from individuals and team members on learning needs and opportunities

Using mathematical ideas and techniques (2)
- compiling data about learning arrangement

Solving problems (3)
- resolving difficulties with competency development

Using technology (2)
- using technology to assist in the management of information and to promote learning

Innovation skills (3)
- developing an innovative approach to the development of a learning culture to enhance business operations
Products that could be used as evidence include:

- documentation produced in developing a workplace learning environment, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with learning systems, and related codes of conduct
  - evidence of actions taken to address information collection and retrieval
  - evidence of actions taken to address methods of analysing information
  - evidence of actions taken to develop and/or maintain a learning culture
  - evidence of actions taken to address internal and external learning issues
  - evidence of actions taken to address issues and problems within the work team
  - evidence of advice and input into management decisions related to the work team and workplace learning
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - reviews of people management
  - records of people management lessons learned

Processes that could be used as evidence include:

- how workplace learning activities were developed and managed
- how work was allocated within work team, and rationale for allocations
- how learning plans were developed
- how team members have been encouraged to participate in learning opportunities
- how procedures have been designed to ensure that individual learning and development pathways were developed and implemented
- how liaison with training and development specialists has occurred, especially in regard to ongoing improvement
- how team members were encouraged to assess their own competencies and to identify own learning and development needs
BSBFLM511B Develop a workplace learning environment

- how workplace achievement has been recognised
- how input and advice was provided to management and stakeholders in relation to the benefits of learning and development
- how learning and development records have been documented and stored
- how performance management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to develop a workplace learning environment are provided
- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

Integrated competency assessment means:
BSBFLM512A Ensure team effectiveness

Unit Descriptor
This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.

Domain
Frontline management

Application of the Competency
This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.

Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM412A Promote team effectiveness.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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| 1. Establish team performance plan | 1.1 Team members are consulted to establish team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives
1.2 Performance plans are developed in consultation with team members, to establish expected outcomes, outputs, key performance indicators and goals for work team
1.3 Team members are supported in meeting expected performance outcomes |
| 2. Develop and facilitate team cohesion | 2.1 Strategies are developed to ensure team members have input into planning, decision making and operational aspects of work team |
2.2 Policies and procedures are developed to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities.

2.3 Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions.

2.4 Processes are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed.

3. Facilitate team work

3.1 Team members and individuals are encouraged to participate in and take responsibility for team activities, including communication processes.

3.2 The team is supported in identifying and resolving work performance problems.

3.3 Own contribution to work team serves as a role model for others and enhances the organisation’s image to all stakeholders.

4. Liaise with stakeholders

4.1 Open communication processes with all stakeholders are established and maintained.

4.2 Information from line manager/management is communicated to the team.

4.3 Unresolved issues, concerns and problems raised by team members are communicated to, and followed up with, line manager/management and other relevant stakeholders.

4.4 Unresolved issues, concerns and problems raised by internal or external stakeholders are evaluated, and necessary corrective action taken.

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice
OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of the organisation’s OHS systems, procedures and records
- key performance indicators include relevant OHS procedures
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Consulted may refer to:

- conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans
- mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Accountabilities may refer to:

- a statement of conduct outlining responsibilities/actions/performance
- responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar

Performance plans may refer to:

- team plans based on work assignments and responsibilities
- individual performance plans linked to team goals

Outcomes, outputs, key performance indicators may refer to agreed:

- measures for monitoring and evaluating the efficiency or effectiveness of systems or services
- targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism
- improved individual and team performance and participation
- improvements to systems, operations
- changes in work roles and responsibilities
- quality standards and expectations
- targets for training and development
Strategies may refer to:
- long-term or short-term plans factoring in opportunities for team input
- mentoring and ‘buddy’ systems to support team members in providing input
- clarification of roles and expectations
- training and development activities
- electronic communication devices and processes, such as intranet and email communication systems, to facilitate input
- newsletters and briefings

Policies and procedures may refer to:
- organisational guidelines and systems that govern operational functions
- procedures that detail the activities that must be carried out for the completion of actions and tasks
- Standard Operating Procedures

Processes may refer to:
- discussions with individuals regarding their concerns
- brainstorming options with the team for addressing concerns
- creating a matrix of issues and concerns and distributing it for comment
- distributing drafts for comment with a range of options for resolution of concerns
- training and development sessions

Stakeholders may include:
- the work team
- Board members
- union/employee groups and representatives
- business or government contacts
- funding bodies

Line manager/management may refer to:
- frontline manager’s direct superior
- other management representatives
- the Chief Executive Officer

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.
Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing plans, in leading and facilitating team work and in actively engaging with stakeholders. They must also provide evidence that team work is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation’s image.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure and organisational chart
- the principles and techniques involved in:
  - contingency planning
  - performance planning
  - problem identification and resolution
  - consultation and communication
  - record keeping and management
  - relationship management including motivation and negotiation
  - group dynamics, processes and politics
- methods for collecting and utilising feedback
- development of strategies, processes and procedures to facilitate and monitor team effectiveness
- learning and development options available within and through organisation
- strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
• leadership skills
• skills to identify needs, goals and aspirations of others
• group facilitation skills
• attributes:
  - assertive
  - persuasive
  - empathic
  - communicative
  - showing positive leadership
  - self-aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - recognising achievement
  - fair
  - adaptable

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (3)**

- communicating verbally to lead a team including negotiating, basic training, participating in meetings
- communicating in writing including report writing, communicating with management, identifying issues and concerns in writing
**Collecting, analysing and organising information (3)**
- developing systems to maintaining records of own knowledge and skills and that of team members relevant to organisation planning
- undertaking analysis following planning activities
- developing systems and processes for monitoring and review

**Planning and organising activities (3)**
- planning for own work and the work of team members across a range of teams
- contributing to the effectiveness of other teams and the organisation as a whole

**Working in a team (3)**
- leading and representing the team
- consulting team members for their input on team effectiveness strategies and feedback
- working with others including external parties and team members

**Using mathematical ideas and techniques (1)**
- using calculation skills associated with data manipulation relevant to work of team, including financial data

**Solving problems (3)**
- applying problem solving skills as required to address issues and conflicting requirements arising from inter and intro team activities
- assisting others to solve problems arising within and between teams

**Using technology (2)**
- using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.
- understanding assistive technologies, as necessary

**Innovation skills (3)**
- developing an innovative approach to the development of strategies to improve team effectiveness

**Products that could be used as evidence include:**
- documentation produced in ensuring team effectiveness, such as:
  - reports
  - minutes or records of meetings
  - work journals or diaries
  - learning and development plans developed with team members
  - records of actions taken to address issues raised by team members
| Processes that could be used as evidence include:                           | • how communication process was managed and implemented to ensure that consultation takes place |
|                                                                        | • how team members were supported and encouraged to meet expected outcomes |
|                                                                        | • strategies to develop and facilitate team cohesion |
|                                                                        | • how performance plans were developed |
|                                                                        | • how team members were guided and supported in performing their role, including induction process for new team members |
|                                                                        | • how performance management system was implemented within work team |
|                                                                        | • how problems and issues within the work team have been addressed |
|                                                                        | • how input and advice was provided to management in relation to human resource management of the work team |
|                                                                        | • how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon |
| Resource implications for assessment include:                          | • access by the learner and trainer to appropriate documentation and resources normally used in the workplace |
|                                                                        | • access to team members' input in relation to leadership of frontline manager |
| Validity and sufficiency of evidence requires:                        | • that this unit can be assessed in the workplace or in a closely simulated work environment |
|                                                                        | • that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment |
|                                                                        | • that examples of actions taken by the candidate to ensure team effectiveness are provided |
| Integrated competency assessment means:                               | • that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity |
BSBFLM513A Manage budgets and financial plans within the work team

Unit Descriptor
This unit specifies the outcomes required for financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
Frontline managers have a key role in implementing financial processes within the work team in organisations. They play a prominent part in ensuring that costs are controlled, expenditure is within established budgets and legislative and financial compliance requirements are met.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Plan financial management approaches

   1.1 *Budget/financial plans* for the work team are accessed

   1.2 *Budget/financial plans* are clarified with *relevant personnel* within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible

   1.3 Any changes required to be made to *budget/financial plans* are negotiated with relevant personnel within the organisation

   1.4 *Contingency plans* are prepared in the event that initial plans need to be varied

2. Implement financial management approaches

   2.1 Relevant details of the agreed budget/financial plans are disseminated to team members

   2.2 *Support* is provided to ensure that team members can competently perform *required roles* associated with management of finances
2.3 *Resources and systems* to manage financial management processes within the work team are determined and accessed

3. **Monitor and control finances**

3.1 *Processes for reporting* of expenditure, income, assets, stock, consumables, equipment and wastage are implemented across the work team to monitor actual expenditure and to control costs

3.2 Expenditure and costs are monitored on an agreed cyclical basis to identify cost variations and expenditure overruns

3.3 Contingency plans are implemented, monitored and modified as required to maintain financial objectives

4. **Review and evaluate financial management processes**

4.1 *Data and information on the effectiveness of financial management processes* within the work team are collected and collated for analysis

4.2 Data and information on the effectiveness of financial management processes within the work team are analysed and any improvements to existing processes identified, documented and recommended

4.3 Agreed improvements are implemented and monitored in line with financial objectives of the work team and the organisation

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping legislation
- relevant industry codes of practice
- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement

**OHS considerations may include:**
- training of all employees in health and safety procedures, and regular updating of OHS systems
- adjustment of communications and OHS approach to cater for social/cultural diversity and special needs

**Budget/financial plans may include:**
- long-term budgets/plans
- short-term budgets/plans
- operational plans
- spreadsheet-based financial projections
- cash flow projections
- targets or key performance indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

**Relevant personnel may include:**
- supervisors, fellow frontline managers
- financial managers, accountants or financial controllers

**Contingency plans may include:**
- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

**Support may include:**
- documentation of procedures
- intranet-based information
- training including, mentoring, coaching and shadowing
BSBFLM513A Manage budgets and financial plans within the work team

• help desk or identified experts within the organisation
• information briefings or sessions
• access to specialist advice

Required roles may include:
• maintaining petty cash system
• purchasing and procurement
• invoicing clients, customers and consumers
• debt collection
• wages and salaries payments and record keeping
• banking
• maintaining journals, ledgers and other record keeping systems
• arranging for use of corporate credit cards
• ensuring security, accuracy and currency of financial operations

Resources and systems may include:
• hardware and software
• human, physical or financial resources
• specialist advice or support
• record keeping systems (electronic and paper-based)

Processes for reporting may include:
• petty cash records
• logs
• ledgers and journals
• spreadsheet-based records
• invoices and receipts
• bank statements
• credit card statements
• financial reports

Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:
• income and expenditure
• cash flow data
• quotations
• files of paid purchase and service invoices
• job costings
• employee timesheets
• credit card receipts
• petty cash receipts
• wages/salaries books
• invoices
• bank account records
• insurance reports
• taxation records
• contracts

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to manage finances for the work team effectively and efficiently and within organisational and legislative requirements. This may include evidence of managing the work of others whose roles are associated with financial management and record keeping.

Specific Evidence Requirements

Required knowledge and understanding include:

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
• organisational requirements related to financial management
• organisation roles in respect to financial delegations, accountabilities and responsibilities
• requirements for organisational record keeping and audit requirements
• organisational objectives and plans
• financial management requirements and performance measurement
• basic accounting principles
• consultative methods and processes
• the principles and techniques involved in:
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication and training skills
- financial planning and management skills, including budgeting
- contingency management skills
- problem solving skills
- leadership and personnel management
- monitoring and review skills
- skills in the use of specialist software for financial record keeping and management (if and as relevant)
- attributes:
  - ethical
  - communicative
  - showing positive leadership

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating verbally to lead a team including negotiating, training, participating in meetings, questioning and discussing
- using written communication skills, including those involved in reporting, review and evaluation

Collecting, analysing and organising information (3)
- tracking, monitoring and controlling financial data
- reviewing and evaluating financial management
| Planning and organising activities (3) | • planning for delegation of tasks associated with financial management while managing own work |
| Working in a team (3) | • working with team members and providing leadership to team  
• working with others involved in financial management from outside the team |
| Using mathematical ideas and techniques (3) | • using calculation skills associated with data manipulation involved in financial data |
| Solving problems (3) | • applying problem solving skills as required to address problems arising in managing finances |
| Using technology (2) | • using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to finances and data collation |
| Innovation skills (3) | • using review process to improve financial management  
• documentation produced in managing finances within the work team, such as:  
  - revised budgets  
  - cost estimates  
  - cost management plans and strategies  
  - cost breakdown structures  
  - expenditure forecasts  
  - records of cost management lessons learned and recommendations for improvements |
| Products that could be used as evidence include: | • how any required changes to budgets/financial plans were negotiated  
• how cost management plans and contingency plans were developed  
• how budgets/financial plans were communicated to team members  
• how team members were supported in undertaking roles associated with financial management  
• how problems and issues with respect to finances were identified and addressed  
• how financial management was reviewed and improvements acted upon |
| Processes that could be used as evidence include: | • access by the learner and trainer to appropriate documentation and resources normally used in the workplace |
| Resource implications for assessment include: |
BSBFLM513A Manage budgets and financial plans within the work team

**Validity and sufficiency of evidence requires:**

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage finances across the work team are provided
- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s management role in work team and as part of an integrated assessment activity

**Integrated competency assessment means:**

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s management role in work team and as part of an integrated assessment activity
BSBFLM514A Manage people

Unit Descriptor
This unit specifies the outcomes required to manage and lead team members within an organisation. This includes determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within the work team; demonstrating leadership; building commitment within the team; and analysing, reviewing and evaluating the effectiveness of human resource management processes in line with the objectives of the work team and the organisation.

Competency Field
Business management services

Domain
Frontline management

Application of the Competency
Frontline managers have a key role in managing and leading individuals within work teams. They play a prominent part in managing the performance of people who report to them directly and in providing leadership to teams.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Manage performance of individuals in teams

   1.1 *Performance management systems/plans* are developed and/or implemented in consultation with *relevant personnel* in accordance with documented processes, timelines and legal requirements, particularly OHS regulations

   1.2 Work and resources required by the operational plan are allocated in consultation with relevant personnel

   1.3 Strategies including *mentoring and coaching* are developed to ensure that team members are actively encouraged and supported in assessing their own competence, identifying their own *learning needs* and identifying a range of *learning opportunities*

2. Address performance related issues

   2.1 Systems are established to ensure that the efforts of team members are monitored and that formal and informal feedback is provided in a constructive manner
2.2 Performance above expectations is identified and reinforced through recognition and continuous feedback

2.3 Performance below expectations is identified and a development plan for improved performance is negotiated, agreed on and documented in accordance with organisational and legal requirements

2.4 Action plans for improving performance are established, monitored, documented and reported in accordance with organisational and legal requirements

3. Address issues and problems of individuals in teams

3.1 Potential and current issues and problems arising within the work team are identified and acted on in accordance with organisation policies and legal requirements and, as appropriate, in consultation with concerned parties

3.2 Advice, support and expertise is sought from specialised human resource services as required, to resolve issues and problems

3.3 Issues and problems that impact on individual team members are followed through and resolved with concerned individuals/parties

4. Build support and commitment within the work team

4.1 Management performance and behaviour meets the organisation’s requirements, provides leadership and serves as a positive role model for others

4.2 Personal performance supports organisation policies, codes of conduct and values and contributes to the development of an organisation which has integrity and credibility

4.3 Own performance is monitored and adjusted to ensure it aligns with key performance indicators and organisational goals

4.4 Team members are treated in a fair and equal manner and individual differences and abilities are identified and accommodated

4.5 Effective communication channels and processes with management and between relevant stakeholders are developed and maintained

5. Review and evaluate management of individuals within the work team

5.1 Data and information on the effectiveness of performance management systems/plans for individuals within the work team are collected, analysed, reported and evaluated to aid future planning
5.2 Advice and recommendations for performance management systems/plans for individuals within the work team are provided to management

5.3 Improvements and changes agreed with individual team members are implemented and monitored in line with objectives of the work team and the organisation

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- knowledge of OHS legislation, principles and practice within the context of the organisation’s operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and review of the organisation’s OHS systems, procedures and records
- organisation’s responsibilities to internal and external personnel
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs
- documented systems for managing performance within the organisation – usually incorporating performance plans for individuals directly relating to team and organisation objectives
- informal systems developed by frontline manager for individuals and/or the work team in the place of existing organisation-wide system

OHS considerations may include:

Performance management systems/plans may refer to:

- management
- team members
- human resources manager and personnel
- fellow frontline managers

Relevant personnel may include:
Mentoring and coaching may include:

- union/employee representatives or groups
- team leaders, supervisors and leading hands
- arrangements with training personnel
- arrangements with skilled personnel outside the work team

Learning needs may include:

- gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks
- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

Learning opportunities may include:

- learning activities outside the workplace such as:
  - training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or New Apprenticeship
  - accredited training through an independent organisation such as a State OHS authority
  - workshops
  - short courses
- workplace learning activities which may also lead to a recognised credential or be part of structured training such as:
  - induction
  - mentoring
  - action learning
  - coaching
  - shadowing
  - exchange/rotation

A development plan may include:

- work allocation
- team competencies
- team roles and responsibilities
- performance standards
- work outputs and process
- learning opportunities
- Key Performance Indicators (KPIs)
- codes of conduct
- OHS requirements
- negotiated agreement with individual
• capacity for inserting ongoing evaluation, review and input such as:
  - individual assessment of progress towards the KPIs
  - comments from manager, and team members as appropriate
  - review of the individual’s workload
  - referral to specialist support services available either within the organisation or externally through the organisation
  - progress towards identified learning opportunities
  - warnings and reporting of poor performance to management in accordance with organisational policies and procedures
  - timelines for performance improvement including probationary period

Action plans for improving performance may include:
• plans that specify:
  - areas requiring improved performance
  - specific actions expected of the employee
  - level of improvement required
  - timing of expected improvement
  - support provided

Issues and problems may include:
• perceived or actual issues and problems relating to:
  - work roles, job design and allocation of duties
  - work performance of self and others
• stress or personal problems that may be referred to specialist human resources personnel or external service providers
• injury rehabilitation
• prejudice or racial vilification
• bullying
• dispute between individuals or parties
• grievances
• appeals against formal decisions such as assessments, promotion
• discrimination and harassment
• bringing parties together to seek clarification of the issue and plan for action to resolve it
• formal or informal processes including discussions and meetings to resolve the issue
• involving a mediator

Acted on (in relation to organisation policies and legal requirements) may include but is not limited to:
referral to specialist human resources support services/personnel
- making ‘reasonable adjustments’ to work procedures and facilities where required, for example in the case of a person with a disability
- referral to more senior management
- coaching
- counselling
- disciplinary procedures
- workplace policies and procedures such as those covering:
  - grievances
  - complaints
  - appeals
  - Equal Employment Opportunity
  - sexual/workplace harassment
  - privacy
  - workplace standards
- legislation such as anti-discrimination legislation, OHS, WorkCover
- mission, vision and values statements or similar
- concerned parties may include:
  - individuals, other employees outside team, employee groups and management
- specialised human resource services may include:
  - management
  - human resources specialists
  - organisational resources outside immediate team
  - rehabilitation coordinator
  - OHS practitioners
  - external service providers
  - employee assistance program providers
  - counsellors
  - ministers of religion
  - medical practitioners
  - paraprofessional health related services

Organisation policies and legal requirements may include, but are not limited to:

Concerned parties may include:

Specialised human resource services may include:
Relevant stakeholders may be:

- within the work team
- the organisation's clients/customers
- Board members
- business or government contacts
- funding bodies
- professional associations
- unions/employee groups
- employee turnover figures
- employee satisfaction surveys or ‘climate’ surveys
- records of performance management system implementation across work team
- records of participation in learning opportunities
- productivity data
- human resource records, such as absenteeism and lateness
- benchmarking exercises against relevant data for other work teams or other organisation
- industry standards

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for managing team members directly reporting to them. This will include evidence of managing issues arising within the work team; managing different levels of performance; and providing advice and input into decisions taken by management in relation to human resources within the team. More specifically it requires evidence of determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within work teams; and analysing, reviewing and evaluating the effectiveness of human resource management processes.

Specific Evidence Requirements

Required knowledge and understanding includes:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures related to human resources
- relevant awards and certified agreements
• legislation impacting on people management such as equal opportunity, OHS, industrial relations, anti-discrimination and unfair dismissal
• key result areas of the team and the organisation
• range of support services and expertise available within and through the organisation
• requirements of the operational plan
• the principles and techniques involved in:
  - performance management system
  - problem identification and resolution
  - record keeping and management
  - leadership and mentoring
  - learning and development options or expertise to be able to refer team members to such expertise
  - identifying the cultural and social environment
  - developing trust and confidence
  - consistent behaviour in work relationships
• consultation and communication techniques and strategies:
  - counselling
  - identifying and assessing interpersonal styles
  - conflict resolution
  - strategies to obtain and address individual and team feedback
  - developing networks to source specialist advice, support and expertise
  - managing relationships with all stakeholders
• processes for monitoring team and own performance
• strategies that contribute to the elimination of discrimination/bias
• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
• communication and negotiation
• leadership and personnel management
• planning and organising skills
• problem solving skills
• monitoring and review skills
• training skills
• counselling skills, including providing feedback

Required skills and attributes include:
• attributes:
  - empathic
  - assertive
  - communicative
  - show positive leadership
  - self-aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - recognising achievement
  - fair
  - adaptable

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
• communicating to lead a team including negotiating, counselling and providing feedback
• using written communication skills including those involved in report writing

Collecting, analysing and organising information (3)
• tracking, monitoring and controlling human resource data and information
• reviewing people management within team

Planning and organising activities (3)
• planning own work and that of team members to achieve team outcomes

Working in a team (3)
• leading and representing the work team
• consulting the work team on a wide range of issues
• working with others including management and other stakeholders, employees outside the work team, and external parties/clients
Using mathematical ideas and techniques (1)

- using calculation skills associated with data manipulation involved in managing data

Solving problems (3)

- applying problem solving skills as required to address issues and problems arising in managing the team
- assisting others within team to solve problems arising

Using technology (1)

- using word processing packages, spreadsheets, databases and other packages to produce written correspondence and reports, and for data collation

Innovation skills (3)

- using review process to improve people management and to explore alternatives to build support and commitment within the team

Products that could be used as evidence include:

- documentation produced in managing people within the work team, such as:
  - rosters and staff allocation
  - timesheets
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the work team
  - records of people management lessons learned

Processes that could be used as evidence include:

- how resource allocation has been managed
- how work was allocated within work team, and rationale for allocations
- how financial plans and budgets were formulated
- how the operational plan was managed
- how team members were guided and supported in performing their role, including induction process for new team members
- how individual learning and development pathways were developed
- how performance management system was implemented within work team
• how problems and issues within the work team have been addressed
• how input and advice was provided to management in relation to human resource management of the work team
• how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:
• access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:
• that this unit can be assessed in the workplace or in a closely simulated work environment
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that examples of actions taken by the candidate to manage people across the work team are provided

Integrated competency assessment:
• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s management role in work team and as part of an integrated assessment activity
BSBMGT507A Manage environmental performance

Unit Descriptor
This unit covers the development, maintenance and evaluation of the organisation’s environmental policies and procedures in regard to environmental sustainability as an integral part of business planning.

All those who have a management responsibility would be advised to take this unit. It is also very useful for small businesses.

This unit is related to BSBMGT505A Ensure a safe workplace, BSBMGT609A Manage risk and BSBMGT610A Manage environmental management systems.

Competency Field Business Management Services

Element | Performance Criteria
--- | ---
1. Develop a business plan to enhance environmental performance | 1.1 A business plan is developed that reflects the organisation’s policies and commitment to environmental sustainability as an integral part of business operations
1.2 Procedures are developed to maximise/enhance integration of environment, finance, safety and other areas of impacts and opportunities
1.3 Procedures are developed to maximise environmental opportunities and minimise environmental impacts, and expert advice is obtained as required
1.4 Continuous improvement policies and practices monitor and report on the environmental performance of the organisation
1.5 The organisation’s activities and products are designed to minimize life cycle impacts
1.6 Financial and human resources for the operation of environmental systems are identified, sought and/or provided as required
1.7 Changing trends and opportunities relevant to the organisation are identified, analysed and taken into account at the planning stage

2. Manage environmental impact and opportunity | 2.1 Identification and assessment of existing and potential environmental impacts and opportunities is conducted and advice is sought as required
2.2 Procedures for ongoing management of environmental impacts and opportunities are developed and integrated with the organisation’s policies and procedures
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Environmental procedures are addressed at the planning, design and evaluation stages of any change in the workplace to ensure that ongoing impacts and opportunities are identified</td>
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<tr>
<td>2.4</td>
<td>Contingency plans are established to manage impacts and opportunities when long-term solutions are not readily available</td>
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<td>2.5</td>
<td>Ongoing training program is developed to identify and fulfil employees’ environmental training needs</td>
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<tr>
<td>3.1</td>
<td>Continuous improvement and sustainable innovation are promoted as an essential part of doing business</td>
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<tr>
<td>3.2</td>
<td>Procedures are developed to analyse and communicate the costs and benefits of innovations and improvements</td>
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<tr>
<td>3.3</td>
<td>New ideas are actively sought and entrepreneurial behaviour is encouraged in employees, workplace committees and teams</td>
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<tr>
<td>3.4</td>
<td>Procedures are established to actively seek the support of the supply chain for implementing sustainable innovation and continuous improvement</td>
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<tr>
<td>3.5</td>
<td>Members of the supply chain are encouraged to meet high standards of environmental performance</td>
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<tr>
<td>4.1</td>
<td>System is managed to record and report environmental performance as an integral part of the organisation’s record keeping and performance evaluation system</td>
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<tr>
<td>4.2</td>
<td>Patterns of environmental non-compliance are identified and addressed and opportunities for environmental management improvements are acted upon</td>
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<tr>
<td>5.1</td>
<td>Processes are developed to ensure that ongoing evaluation of environmental performance, is part of the organisation’s procedures</td>
</tr>
</tbody>
</table>
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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

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

**Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:**

- be strictly relevant to the particular workplace and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace
- be consistent with the concept that people at this level, will be dealing with environmental concepts as part of an overall management responsibility and not as an environmental specialist

**Environmental performance may be defined as:**

- a measure of an organisation’s impact on the environment and of their ability to manage that impact

**Environmental policies must be**

- relevant to organisation’s operations and must be appropriate to the scope and scale of the business
- local, national and international innovations, programs and ideas
- triple bottom line principles i.e. the integration of environmental, commercial and social aspects of business operations
- concepts of business sustainability
- environmental load reduction and waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria (eg. use of paper packaging rather than plastic)
- protection of land and habitat and ecological considerations
- procedures for media releases as a result of incidents
Range Statement

Environmental improvement plans may be established at management level and may include:

- measuring, monitoring and recording environmental performance, and continually setting targets for measurable improvements
- all aspects of environmental performance including energy and other resource use, waste minimisation, recycling, transport use etc
- recognition of natural earth systems and how natural systems work

Environmental sustainability must be relevant to the organisation’s operations and may include:

- organisational culture and operations
- internal or external economic climate
- political climate
- market focus/considerations

Environmental sustainability may affected by:

- A sustainable business in this sense is profitable and competitive in the foreseeable future. Effective management of environmental impacts and opportunities can contribute to business sustainability by reducing costs, differentiating goods and services and contributing to a better corporate image.

Business sustainability means:

- corporate image/citizenship
- staff morale
- cost reduction
- product differentiation/branding
- identification of market potential

“Maximise opportunities to improve environmental performance” can provide opportunities to improve business operations including increases in:

- waste minimisation and recycling
- emissions/spills
- resource efficiency including water, energy
- alternative energy sources
- reduction in use of non-renewable resources
- internal or external sources/specialists
- consultants or other experts or specialists

To “minimise environmental impact”, means to minimise the organisations negative effects on the environment including:

- variances
- deficiencies
- improvements
- trends

Expert assistance and/or advice may be sought from:

Monitor and report in this context means to maximise and continually seek to improve business performance by developing procedures which monitor and report on:
Range Statement

Products may include:
- goods, including packaging
- services
- tendering and purchasing processes to include life cycle criteria

Life cycle impacts may include:
- product design and manufacture
- packaging policies
- product use
- product disposal
- vehicle policies that include use of cleaner fuels/alternative energy sources and regular servicing intervals to reduce pollution and improve efficiency
- procedures that may have an influence on the organisation’s environmental performance

Environmental procedures may include:
- integrated into the organisation’s existing training arrangements

Environmental management training program should be:
- consistently reviewing activities in search of a better way and improving the organisation in all aspects of its operation

Continuous improvement and innovation means:
- suppliers
- contractors
- others acting on organisation’s behalf
- supply should be identified as a key determinate of environmental performance
- internal and external reporting requirements

Supply chain may include:

Recording and reporting systems may include:

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Evidence will need to be provided of the ability to identify, plan, manage and promote environmental sustainability within the organisation and to contribute to the development of environmental management policies that minimise impacts and maximise opportunities within the organisation
Evidence Guide

- N.B. Particular note must be taken that evidence must be strictly relevant to the particular management role and is not intended to include detailed technical aspects of environmental science

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Required knowledge is to be limited to that which is sufficient to perform the particular management function and is intended to promote environmental awareness rather than technical environment competencies
- Relevant business planning concepts
- Environment sustainability as a “whole-system” approach
- Quality assurance procedures
- Strategies to maximise opportunities and minimise environment impact
- Relevant training and record keeping concepts
- Relevant knowledge of environmental issues especially in regard to water catchments, air, noise, ecosystems, habitat, waste minimisation
- Relevant knowledge of ecological systems in regard to business operation

Underpinning Skills

- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between parties
- Analysis skills to identify potential environmental and ecological impacts and opportunities in regard to business operation
- Problem solving skills to deal effectively with environmental impacts and opportunities as identified
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Evidence Guide

Resource Implications
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance
In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment
- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.
Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
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</table>

Three levels of performance denote level of competency required to perform a task.


- Collecting, analysing and organising information – to aid planning
- Communicating ideas and information – to promote environmental policies
- Planning and organising activities – to develop environmental management strategies
- Working with teams and others – to control impacts, maximise opportunities and to gain support for management strategies
- Using mathematical ideas and techniques – to aid planning
- Solving problems – to develop management strategies and operational procedures
- Using technology – to access and record information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBMGT508A Manage risk management system

Unit Descriptor
This unit specifies the outcomes required to manage the risk management system on an ongoing basis across the organisation, following the design and approval of a risk management system.

Competency Field
Business management services

Domain
Strategic management

Application of the Competency
This unit addresses the management of the risk management system across the organisation or within a business unit or project including monitoring, review and continuous improvement of the system and reporting the benefits of the system to stakeholders. The unit includes ensuring information and resources are provided for effective assessment and treatment of risk; managing training of staff in risk management; supporting staff; providing advice in risk management; and facilitating recovery if risk eventuates to ensure continuity of operations.

This unit does not cover design of the risk management system. This competency is covered by BSBMGT611A Develop risk management strategy.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. <em>Maintain infrastructure and processes for managing risk management system</em></td>
<td>1.1 <em>Information and resources</em> to manage risk management system are provided for staff to carry out responsibilities in managing risk 1.2 Currency and access for staff to required information related to risk management is maintained 1.3 Information, costs and statistics on risk management are collected for monitoring and review purposes 1.4 Currency of own knowledge and skills in risk management is maintained 1.5 Insurances required to comply with legislative requirements and to cover risks that have been treated but cannot be eliminated, are determined and arranged 1.6 <em>Audits</em> of compliance requirements for treatment of risk are undertaken</td>
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<tr>
<td>2.</td>
<td><strong>Support other staff to manage risk</strong></td>
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<tr>
<td>3.</td>
<td><strong>Facilitate risk recovery processes</strong></td>
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<td>4.</td>
<td><strong>Monitor and review system implementation</strong></td>
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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

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

Information and resources may include:

- the organisation's strategic position and policy on risk
- the organisation's risk management plan
- risk analysis tools
- procedures for the ongoing identification of risks
- risk register of identified risks
- results of risk audits
- training and support for staff
- access to internal and external specialist assistance

Risk may include those relating to:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- natural events
- political circumstances
- technology – technological issues
- management activities and controls
- individual activities

Audits will be:

- undertaken by trained staff and/or external auditors according to documented schedules in risk management strategy

Training may include:

- formal training through a Registered Training Organisation
- in-house training
- coaching or mentoring
Methods of promotion may include:
- information sessions provided by external consultants such as insurance representatives and legal practitioners
- briefings
- written materials
- specific training

Recovery processes may include:
- repair or replacement of equipment
- retraining
- alternative suppliers, production sources or methods and temporary outsourcing

Expected outcomes will usually be documented in:
- risk management strategy
- key performance indicators
- relevant policies and procedures

Approval may involve:
- management, CEO or Board

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have managed the risk management strategy for the organisation over a period of time. Evidence will include both the products and processes used to manage the system in the form of maintaining required physical and human resources, supporting staff to manage risk, implementing recovery processes where projected risks eventuate, and monitoring and reviewing the system to identify and implement improvements in risk management.

Specific Evidence Requirements

Required knowledge and understanding include:
- occupational health and safety (OHS), for example:
  - state, territory and commonwealth legislation in OHS and public safety
  - organisation-specific OHS legislation
  - OHS provisions relevant to own work including ergonomics for key boarding and work station
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
- contract law
- industrial relations law
- privacy and confidentiality
- freedom of information

- environmental law
- legislation relevant to organisation's operations
- legislation related to operation as a business entity

- organisational policies and procedures:
  - risk management strategy
  - policies and procedures for risk management

- overall operations of organisation

- reasonably adjusted workplaces, equipment and processes for people with a disability

- types of available insurance and insurance providers

- auditing requirements

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities

- communication skills:
  - negotiation and consultation skills
  - written communication skills
  - presentation skills for information sessions, briefings and training

- risk assessment and treatment skills

- monitoring, review and evaluation skills

- auditing skills

- problem-solving skills

- attributes:
  - analytically minded
  - systematically thorough
The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)
- communicating verbally to promote system across the organisation
- supporting and advising staff
- communicating in writing to promote system, monitor and review processes, and develop revised policy and procedures

Collecting, analysing and organising information (2)
- maintaining currency of own knowledge and skills and that of other key personnel managing risk
- undertaking analysis following risk recovery
- collecting and analysing data for monitoring and review of management of system

Planning and organising activities (2)
- planning recovery operations where required
- organising to maintain currency of skills, knowledge and information for staff in area of risk management

Working in a team (2)
- working with staff across the organisation to manage risk
- working with external personnel such as insurance brokers, specialists and consultants, and representing the organisation

Using mathematical ideas and techniques (2)
- using calculations involved in analysis of data

Solving problems (2)
- applying problem-solving techniques where projected risks eventuate
- solving problems referred by staff

Using technology (1)
- using software for document production, collation and analysis of data
- using software specifically designed for risk management
- using assistive technology, if required

Innovation skills (2)
- introducing changes to established system as a result of review and evaluation process
| Products that could be used as evidence include:                        | • documented insurances                                           |
|                                                                     | • library of information or knowledge management system for risk management |
|                                                                     | • advice provided to staff on risk management                      |
|                                                                     | • training or learning and development plans for staff in area of risk management |
|                                                                     | • data collected to monitor risk management across the organisation |
|                                                                     | • examples of risk recovery implementation                         |
|                                                                     | • reviews undertaken of risk management                            |
|                                                                     | • identified improvements in strategy as a result of review and evaluation process |
| Processes that could be used as evidence include:                    | • how infrastructure and processes for managing risk management were maintained |
|                                                                     | • how own currency of information, skills and knowledge has been maintained |
|                                                                     | • how required insurances were determined                           |
|                                                                     | • how staff have been supported in relation to risk management      |
|                                                                     | • how recovery processes were planned in advance                    |
|                                                                     | • how system has been monitored                                    |
|                                                                     | • how review and evaluation process have been undertaken and how improvements were identified and implemented |
| Resource implications for assessment include:                        | • access to workplace documentation                                |
|                                                                     | • access to other personnel involved in managing risk within specific areas of organisation’s operations |

| Validity and sufficiency of evidence requires:                       | • that where assessment of underpinning knowledge and skills is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment |
|                                                                     | • that assessment may be through simulated project-based activity or actual management of a risk management system |

| Integrated competency assessment means:                             | • this unit can be assessed alone or as part of an integrated assessment activity involving other relevant management, project management units and risk management units |
BSBOHS504A Apply principles of OHS risk management

Unit Descriptor
This unit specifies the outcomes required to use a generic approach to identify hazards and assess and control OHS risks.

Competency Field
Business management services

Domain
Occupational health and safety

Application of the Competency
This unit addresses the underlying knowledge and skills required to provide a systematic approach to hazard identification, risk assessment and risk control, with the emphasis on elimination or, where this is not possible, minimisation of risk. It also includes conceptual models for understanding the nature of hazards.

The unit provides a basis for the hazard-specific competencies in BSBOHS505A Manage hazards in the work environment, and BSBOHS506A Monitor and facilitate the management of hazards associated with plant.

This unit is underpinned by the competencies of units BSBOHS403A Identify hazards and assess OHS risks, and BSBOHS404A Contribute to the implementation of strategies to control OHS risk.

A more advanced approach to risk assessment, which identifies the separate elements of risk analysis and risk evaluation, is provided in unit BSBOHS603A Analyse and evaluate OHS risk.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Access external sources of information and data to identify hazards
   1.1 External sources of information and data are accessed to assist in identifying hazards
   1.2 Workplace sources of information and data are reviewed to access and assist in identification of hazards
   1.3 Input is sought from stakeholders, key personnel and OHS specialists
   1.4 Formal and informal research is conducted to ensure currency with workplace issues

2. Analyse the work environment to identify hazards
   2.1 Occasions when action for hazard identification is required are defined, documented and communicated
   2.2 Tools are sourced to assist in the analysis of identified hazards
2.3 Task demands and task environment are examined for impact on the person to identify situations with a potential for injury or ill health

2.4 Workforce structure, organisation of work and work relationships are examined to identify situations with a potential for injury or ill health

2.5 Work environment is examined for agents with a potential for injury or ill health

2.6 Input is sought from stakeholders to clarify and confirm issues

3. Assess risk associated with a hazard

3.1 Factors contributing to risk are identified

3.2 Current risk controls for each hazard are identified

3.3 Adequacy of current controls (if any) is evaluated taking account of relevant standards and knowledge

3.4 Discrepancies between current controls and required quality of control are identified

3.5 Hazards requiring further control action are prioritised

3.6 Method and outcomes of risk assessment are documented

4. Control risk associated with a hazard

4.1 A range of control options is developed in consultation with stakeholders and taking account of the outcomes of the risk assessment and the hierarchy of control

4.2 Potential factors impacting on the effectiveness of controls are identified

4.3 Advice is sought from OHS specialists and key personnel if required

4.4 Appropriate authority and relevant resources to initiate and maintain controls are identified and sought

4.5 Actions required to achieve change are identified and documented

4.6 Extent of change and reduction in risk, as a result of controls, is analysed

5. Maintain hazard identification and risk control processes

5.1 A risk register is established and maintained relevant to the workplace

5.2 Risk management procedures are documented and communicated as appropriate to stakeholders and key personnel
Monitor and review risk management processes

5.3 Outcomes of risk management processes are documented and communicated to stakeholders and key personnel as appropriate

5.4 Stakeholders and operational staff are involved in the risk management processes

5.5 Situations are identified where OHS specialists may be required

6.1 The effectiveness of the risk management processes is reviewed regularly

6.2 Frequency, method and scope of review are determined in consultation with workplace stakeholders and key personnel

6.3 Stakeholders and key personnel have input to the review

6.4 Areas for improvement in the risk management processes are identified and recommendations made

6.5 Action plans, including allocated responsibilities and time frames, are prepared for implementation

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

External sources of information and data may include

- OHS regulatory authorities
- industry bodies
- employer groups
- unions
- OHS specialists
- legislation, codes of practice and standards
- databases such as national and state injury data and NICNAS (National Industrial Chemicals Notification and Assessment Scheme)
- journals and websites
- manufacturers’ manual and specifications

A hazard is:

- a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these
Workplace sources of information and data may include:

- employees
- OHS representatives
- hazard, incident and investigation reports
- workplace inspections
- minutes of meetings
- reports
- audits
- material safety data sheets (MSDSs)
- manufacturers’ manuals and specifications

Stakeholders include:

- managers
- supervisors
- health and safety and other employee representatives
- OHS committees
- employees

Key personnel may include:

- managers from other areas
- people involved in OHS decision making or who are affected by OHS decisions

OHS specialists may be internal or external and include:

- ergonomists
- engineers
- occupational hygienists
- toxicologists
- organisational psychologists
- workplace injury and return to work advisors

Workplace issues may include:

- changes in work practice
- changes in equipment, including technology
- changes in work organisation, including contracting, hire arrangements, casualisation, supervisory arrangements, out workers, rosters, shift work, work hours and work relations
- changes to legislation and standards
- outcomes of court rulings
- new knowledge on hazards
Occasions when action for hazard identification is required include:

- changes in social, political or community environment
- at design or pre-purchase of buildings, equipment and materials
- commissioning or pre-implementation of new processes or practices
- new forms of work and organisation of work
- before changes are made to workplace, equipment, work processes or work arrangements
- planning major tasks or activities, such as equipment shutdowns
- following an incident report
- when new knowledge becomes available
- at regular intervals during normal operations
- prior to disposal of equipment, buildings or materials

Tools may include:

- job safety analysis (JSA)
- audits
- cause and effect diagrams
- surveys

Task demands may include:

- required precision or accuracy
- machine pacing or time pressure to complete a task
- physical or physiological demands
- arousal and alertness
- repetitive nature of task

Task environment may include:

- lighting
- noise
- air quality
- thermal

Agents may be:

- chemical
- physical
- biological
- ergonomic
- psychosocial
### Risk is:
- the chance of something occurring that will result in injury or damage
- measured in terms of consequences (injury or damage) and likelihood of the consequence

### Factors contributing to risk may include those associated with:
- equipment
- work environment
- work organisation
- task
- the individual/operator
- frequency and duration of exposure
- number of people exposed/involved

### Relevant standards may include:
- legislation
- codes of practice
- Australian and industry standards
- current practice in the industry
- current knowledge related to the specific hazard and controls

### Quality of control refers to:
- the level and reliability of the control compared with the level of risk

### Prioritisation may be done using:
- standard ranking tools
- specially designed tools
- other recognised processes

### Risk assessment includes identification of:
- factors contributing to risk
- current controls and their adequacy
- discrepancy between current control and required standard
- prioritisation or ranking of a number of risks, where appropriate
Hierarchy of control means developing risk controls within the following priority order:

- eliminate hazards
- and where this is not practicable, minimise risk by:
  - substitution
  - isolating the hazard from personnel
  - using engineering controls
  - using administrative controls (e.g. procedures, training)
  - using personal protective equipment (PPE)

Factors impacting on the effectiveness of controls may include:

- language
- shift work and rostering arrangements
- literacy and numeracy levels
- workplace organisational structures (size of organisation, geographic, hierarchical)
- cultural diversity
- training required
- workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training

A risk register may include all of the following:

- a list of hazards, their location and people exposed
- a range of possible scenarios or circumstances under which the hazards may cause injury or damage
- the results of the risk analysis related to the hazards
- possible control measures and dates for implementation

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence of application of a risk management approach to identifying hazards, and assessing and controlling OHS risk, either in an actual workplace, simulation scenario or scenario.

Evidence gathered for demonstration of competence will involve products developed for systematic approaches to identifying hazards, and assessing and controlling risks; evidence of how these products were developed; and evidence of use of the products.
Specific Evidence Requirements

Required knowledge and understanding and required skills and attributes

These are detailed in the Diploma in Occupational Health and Safety knowledge and skills matrix.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating with relevant organisational personnel at all levels, OHS specialists and managers
- preparing and presenting effective reports for a range of target audiences

Collecting, analysing and organising information (3)
- gathering and analysing information and data from different sources to identify hazards, assess risk and develop control strategies

Planning and organising activities (3)
- coordinating risk management processes
- planning own activities

Working in a team (3)
- working with organisational personnel, including OHS representatives, OHS committees, managers and supervisors and, as required, OHS specialists to maintain and evaluate risk management procedures

Using mathematical ideas and techniques (2)
- applying numerical skills required to assess the risk of specific hazards

Solving problems (3)
- collecting information and data
- applying risk management processes, particularly the development of control strategies

Using technology (2)
- using software systems to assist in extraction, analysis and reporting of required information and data for risk management
- accessing internal and other sources of information and data for risk management
• using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual information and data for risk management and reporting

• using software systems for recording and filing documentation for risk management

**Innovation skills (2)**

• developing control strategies

• identifying improvements to risk management processes

• applying learning about hazard identification, risk assessment and risk control to future activities

**Products that could be used as evidence include:**

• documents used to inform and report to others in the organisation

• policies and procedures

• emails, letters, reports and other records of processes undertaken to identify hazards and control risks

• reports of other parties such as supervisors, managers, OHS specialists

**Processes that could be used as evidence include:**

• how risk management procedures have been implemented

**Resource implications for assessment include:**

• access to workplace documentation and actual workplaces

• reports from other parties consulted in identifying hazards and controlling risks

• access to relevant legislation, standards and guidelines

**Validity and sufficiency of evidence requires:**

• at least three examples of development and/or application of risk management across a range of hazards, undertaken by the candidate

• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

• that, while there should be some access to an actual workplace, part of the assessment may be through simulated project based activity, scenarios, case studies, role plays or actual implementation of risk management processes
Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant OHS related units, particularly BSBOHS505A Manage hazards in the work environment, and BSBOHS506A Monitor and facilitate the management of hazards associated with plant.
BSBPM408A Apply contract and procurement techniques

Unit Descriptor
This unit specifies the outcomes required to assist with contracting and procurement for a project. It covers identifying procurement and contract requirements, contributing to contractor selection, conducting contracting and procurement activities, and conducting finalisation activities for the project.

Competency Field
Business management services

Domain
Project management

Application of the Competency
A project team member usually performs this function under the overall direction of the project manager and working with other project team members. The functions performed by a project team manager to manage procurement within projects are addressed in BSBPM509A Manage project procurement.

Element Performance Criteria
Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms* are elaborated in the Range Statement.

1. **Assist with contract and procurement planning**
   1.1 Contribution is made to the establishment of procurement requirements
   1.2 Under delegated authority, contribution is made to the development of the procurement management plan
   1.3 Contribution is made to the development of project documentation for contract definition and formation

2. **Contribute to contractor selection process**
   2.1 Information on potential suppliers is gathered and evaluated
   2.2 Recommendations are made to assist in selection of preferred contractors
   2.3 Contribution is provided to the definition of agreed terms and conditions with preferred contractor
   2.4 Contribution is made to the development of the final tendering and contractual documentation

3. **Conduct contracting and procurement activities**
   3.1 *Procurement activities* are undertaken and information is maintained so that reporting, confidentiality and audit requirements are met
   3.2 Supplies are received, reconciled and registered in accordance with established procedures to facilitate payment throughout project
3.3 Contractors and suppliers and their activities are monitored and controlled for compliance with designated responsibilities, deliverables, time/cost and quality conformance, and other requirements

4. Conduct finalisation activities

4.1 Testing and acceptance of supplies are undertaken to ensure quality and suitability for purpose

4.2 Assistance is provided in the ongoing review of project outcomes using available records and information to determine the effectiveness of contracting and procurement activities

4.3 Contracting and procurement management issues and responses are reported to others for application in future projects

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- subject to frequent change in a multi-disciplinary environment

Delegated authority means:

- obtaining quotes from potential suppliers or providing quotes to potential clients or collaborating agencies and alliances
- identifying OHS issues
- confirming details
- obtaining approvals from higher project authorities
- formally receipting goods and services or providing formal notice of delivery of goods and services

Procurement activities may include:
• planning, specifying and/or conducting test and acceptance procedures
• maintaining registers and lists
• processing payment documentation
• liaising with client, contractors and sub-contractors, and other stakeholders
• conducting transfer and disposal actions

**Review may include evaluations of:**
• agreed major milestones, for example phases and sub-contracts
• delivery of major deliverables
• changes of key personnel
• finalisation of project and other agreed milestones

**Records may include:**
• lists of suppliers
• procurement logs, registers
• quotes, invoices and receipts
• test and acceptance results
• assets and disposal actions
• procurement reports
• records of contract planning, formation, negotiation or administration

**Others may include:**
• project manager
• higher project authorities
• team members
• project specialists or personnel

**Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this unit must be able to provide evidence that they have contributed to the management of contracting and procurement within projects. This will include evidence of working with others to plan and manage contracts/procurement; developing documentation used in compiling contracts, negotiation or administration of contracts; selecting contractors through organisational procedures; and reviewing contract/procurement management within the project.
Specific Evidence Requirements

Required knowledge and understanding include:

- the need for project contract and procurement management within the broad project management framework
- OHS legislative requirements
- the place of project contract and procurement management in the context of the project life cycle and other project management functions
- the application of project contract and procurement management tools and techniques within the candidate's area of expertise
- how, when and why project contract and procurement management processes are implemented
- the importance of the individual's contribution in the project contract and procurement management process

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- procurement management
- contract definition, formation and administration management
- planning
- monitoring and tracking
- teamwork and communication skills
- attributes:
  - accuracy
  - attention to detail
  - thoroughness
The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit:

**Communicating ideas and information (2)**
- communicating as part of a team, including negotiating and developing reports
- communicating verbally, including making presentations, if required, and participating in meetings, questioning and discussions

**Collecting, analysing and organising information (2)**
- tracking, monitoring and controlling contract and procurement activity within project
- applying relevant skills associated with reviewing projects

**Planning and organising activities (2)**
- planning work and project tasks for self and with others

**Working in a team (2)**
- working with others, including external parties/clients and project team manager

**Using mathematical ideas and techniques (1)**
- using calculation skills associated with data manipulation involved in project and financial management of procurement

**Solving problems (2)**
- applying problem-solving skills where required to address problems arising in managing procurement and contract activity within projects

**Using technology (2)**
- using word processing packages and spreadsheets to produce written correspondence, reports of project activities and procurement reports
- using specific project management software tools
- using assistive technology, if required

**Innovation skills (−)**
- not applicable

**Products that could be used as evidence include:**
- input to contract and procurement management plans
- records of potential suppliers
- records of input to the contractor evaluation and selection process
- procurement logs, registers and other records of quotes, invoices, receipts, test and acceptance results, assets and disposal actions
- procurement reports
- records of input to contract and procurement reviews, including reports of lessons learned and recommendations for improvement

<table>
<thead>
<tr>
<th>Processes that could be used as evidence include:</th>
<th>how procurement requirements were determined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>how procurement management plan was developed</td>
</tr>
<tr>
<td></td>
<td>how contractor selection process was implemented</td>
</tr>
<tr>
<td></td>
<td>how necessary procurement was managed</td>
</tr>
<tr>
<td></td>
<td>how contract and procurement activity was reviewed</td>
</tr>
</tbody>
</table>

| Resource implications for assessment include: | access to workplace documentation |

| Validity and sufficiency of evidence requires: | that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment |
|                                               | examples of projects where the candidate has contributed to managing procurement and contracts for projects |

| Integrated competency assessment means: | that this unit should be assessed with other project management units at Certificate IV, as applicable to the candidate’s role in the project |
BSBSBM404A Undertake business planning

Unit Descriptor
This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.

Competency Field
Business Management Services

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify elements of a business plan</td>
<td>1.1 Components of a business plan relevant to a business opportunity identified and reviewed</td>
</tr>
<tr>
<td>2. Develop a business plan</td>
<td>1.2 Purpose of the business plan is identified</td>
</tr>
<tr>
<td></td>
<td>1.3 Business goals and objectives are identified and documented, as a basis for measuring business performance</td>
</tr>
<tr>
<td></td>
<td>2.1 The business plan demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>2.2 The financial plan identifies sources and costs of finance to provide required liquidity and profitability for the business</td>
</tr>
<tr>
<td></td>
<td>2.3 Marketing/promotion strategies identify methods to promote the market exposure of the business</td>
</tr>
<tr>
<td></td>
<td>2.4 Production/operations plan identifies methods/means of production/operation to conform with business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>2.5 Staffing requirements, are identified as required to effectively produce/deliver products/services</td>
</tr>
<tr>
<td></td>
<td>2.6 Specialist services and sources of advice are identified where required, and costed in accordance with resources available</td>
</tr>
<tr>
<td>3. Develop strategies for minimising risks</td>
<td>3.1 Specific interests and objectives of relevant people are identified and their support of the planned business direction is sought and confirmed</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
3.2 | Risk management strategies are identified and developed according to business goals and objectives and relevant legal requirements
3.3 | Contingency plan is developed to address possible areas of non conformance to plan

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

| Legislation, codes and national standards relevant to the workplace which may include: | • award and enterprise agreements and relevant industrial instruments
| | • national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
| | • relevant industry codes of practice
| Occupational Health and Safety issues must include: | • management of the organisation and operation of OHS as part of the business plan
| | • procedures for managing hazards in the workplace (identify, assess & control)
| | • identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances.
| | • Provisions for ensuring safety of members of the public and contractors visiting the premises/worksite.
| Business plan may include: | • proposed size and scale of the business
| | • market focus of the business
| | • marketing requirements
| | • sources of funding
| | • need to raise finance and requirements of lenders
| | • level of risk involved, risk assessment and management
| | • stages in the business development
| | • business opportunities
| | • resources required and available
| | • details of ownership/management
| | • staffing
Range Statement

- organisation/ operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying
Range Statement

where they were sold and to whom

- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources eg. Federal and state governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
Range Statement

- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Risk management strategies may include:
- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity

And must include:
- Occupational Health and Safety requirements

Contingency plan may include:
- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical Aspects of Evidence

- The development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives
- Ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for identifying hazards relevant to business
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
Evidence Guide

- methods of evaluation
- types of business planning: feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

Underpinning Skills

- Literacy skills to enable interpretation of business information,
- Communication skills relevant to business performance
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:
- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
**Key Competency Levels**

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

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<thead>
<tr>
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<td>Level 3</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.

1. **Perform**  
2. **Administer**  
3. **Design**

- **Collecting, analysing and organising information** – to develop a business plan
- **Communicating ideas and information** – to gain support for the business plan
- **Planning and organising activities** – to support the business operation
- **Working with teams and others** – to plan staffing and supply of goods and services
- **Using mathematical ideas and techniques** – to aid financial planning
- **Solving problems** – to support business planning
- **Using technology** – to aid business planning

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
# BSBSBM406A Manage finances

## Unit Descriptor
This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

## Competency Field
Business Management Services

## Element | Performance Criteria
---|---
1. Maintain financial records | 1.1 *Financial information* requirements are identified and *specialist services* obtained, as required, to profitably operate and extend the business in accordance with the business plan  
1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements  
1.3 *Relevant accounting* procedures maintained according to legal requirements and/or specialist services sought as required  
1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements

2. Implement financial plan | 2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to *relevant people* in accordance with legal requirements  
2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of *financing bodies*  
2.3 Taxation records are maintained and reporting requirements complied with  
2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements  
2.5 Client *credit policies* including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow  
2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance
Element | Performance Criteria
---|---
2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan

3. Monitor financial performance

3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met

3.2 Marketing and operational strategies are monitored for their effects on the financial plan

3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks

3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required

3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Financial information may include:
- financial budgets
- business capital
- cash flow forecasts
- statements/forecasts
- bookkeeping/ accounting/ stock/ job costing records
- asset registers
- profit and loss statements
- balance sheets
- payroll records, superannuation entitlements
Range Statement

- accrual of staff leave/entitlements
- taxation returns including GST
- business activity statements
- ratios for profitability, liquidity/efficiency/financial structure
- risk management
- financial indicators may be short, medium and/or long term
- asset management strategies which may include: owning, leasing, sharing, syndicating, maintaining and deploying assets

Relevant accounting procedures may include:
- accrual/cash
- single entry / double entry
- manual / computerised

Specialist services may include:
- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:
- owner/operator
- partners
- financial backers
- family members
- franchise agency
- trade or industry associations
- regulatory bodies

Legal requirements may include:
- contractual arrangements (eg partnership agreements, trust deeds)
- corporations law
- industrial law (for payroll records)
- taxation law

Financial bodies may include:
- financiers/ banks/ lending institutions
- shareholders/ partners/ owners
Range Statement

Credit policies may include:
- debt collection
- trading terms
- credit limits
- payment options
- credit references

Financial ratios may include:
- Gross profit percentage
- Net profit percentage
- Expense percentages
- Stockturn rates
- Staff productivity measures
- Return on investment / Return on total assets
- Current ratio
- Liquid ratio
- Days stock on hand
- Days debtors outstanding
- Proprietary/ debt ratio

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical Aspects of Evidence
- Ability to develop, implement and review strategies for the ongoing management of finance and
- To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

Underpinning Knowledge*
* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
Evidence Guide

- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

Underpinning Skills

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
### Key Competency Levels

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

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Three levels of performance denote level of competency required to perform a task.

1. **Perform**
2. **Administer**
3. **Design**

- **Collecting, analysing and organising information** – to acquire and manage finances
- **Communicating ideas and information** – to obtain and convey financial information
- **Planning and organising activities** – to comply with legal requirements and manage finances
- **Working with teams and others** – to obtain financial information
- **Using mathematical ideas and techniques** – to plan and maintain finances
- **Solving problems** – to maximise business financial viability
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
### BSBUN506A Coordinate research and analysis

**Unit Descriptor**

This unit specifies the outcomes required to coordinate and undertake major research projects on behalf of the union. It covers planning research, coordinating and undertaking the research process, managing information systems, compiling reports and evaluating the research process.

**Competency Field**

Human resource management

**Domain**

Unionism

**Application of the Competency**

This unit addresses the coordination of major research projects in relation to key industry, economic, social and employment related matters that impact on union membership. This could include analysis of industry, business and labour market trends and composition, taxation and other economic policies, as well as social and political issues that have an impact on members and the community.

This work would typically be undertaken by a senior research officer or senior industrial officer who works with limited supervision.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements define the critical outcomes of a unit of competency.</strong></td>
<td>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <em>Italicised</em> terms are elaborated in the Range Statement.</td>
</tr>
</tbody>
</table>
| **1. Plan and implement a project plan to undertake research activities** | 1.1 *Research project* objectives and timeframes are defined and agreed  
1.2 Research process is planned and implemented in accordance with union policies and procedures  
1.3 Agreed project phases, approval and review points are implemented to accommodate all project management function requirements  
1.4 Research process is evaluated and reported in relation to established project baselines to provide appropriate measures of performance |
| **2. Coordinate and undertake the research process** | 2.1 Information needs are defined, based on work objectives and organisational requirements  
2.2 Appropriate resources are identified and allocated  
2.3 Tasks are allocated to identified staff and support gained for the project  
2.4 *Strategies* are developed to acquire required information |
2.5 The methods and aims of the research are clearly communicated

2.6 Information is researched in a timely and thorough way and within resource allocation

2.7 Progress of research project is monitored and adjusted to respond to internal and external factors

3. **Analyse information and apply the results of analysis**

   3.1 *Specialist data and information* is collected, consolidated and analysed to recommend outcomes and advise trends to senior staff

   3.2 Appropriate analytical techniques and processes are developed and applied to information in order to achieve defined objectives and meet requirements

   3.3 Information is analysed to identify facts, issues, patterns, interrelationships and trends

   3.4 All work is undertaken in a timely manner and meets defined standards of the union

4. **Manage information systems**

   4.1 *Information systems* are maintained so that data and system integrity is guaranteed

   4.2 A range of standard and complex information systems and applications are maintained in accordance with organisation standards

   4.3 Information is able to integrated in a timely and coherent manner

5. **Compile reports from information analysis**

   5.1 The findings from analysing information are used to provide advice and develop policies and solutions which meet organisational requirements

   5.2 Reporting of results from analysis of information includes predictions, assumptions and constraints

   5.3 Reporting of results and analysis of information is logically sequenced, concise and clear

6. **Evaluate the research process**

   6.1 Criteria for evaluating the effectiveness of the research project and phases are identified and communicated

   6.2 Key measurements are implemented and monitored to evaluate the effectiveness of research processes

   6.3 All staff involved in the research project are debriefed on progress and outcomes

   6.4 Appropriate strategies are used to ensure the project outcomes are used effectively
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Research projects could involve:
- analysis of industry specific trends, statistics and issues
- information and analysis needed to develop a campaign, strategic plan, industry or sector plan and strategy, or to bargain effectively with employers
- information and analysis to conduct a strategic comprehensive corporate or community campaign

Strategies could include:
- use of focus groups, polls and surveys
- commissioned research
- establishment of expert or pre-eminent opinions
- joint/collaborative work with academics, economists, social researchers, political parties and industry groups
- computer- or web-based research

Specialist data and information could include:
- occupational health and safety statistics and related research
- vocational education and training statistics and related research
- labour market, industry and employment statistics and related research
- political and community polling around specific policy issues
- information, research and data in relation to corporations and inter-related bodies and connections within an industry and the economy
- information for a specific cultural or gender perspective

Information systems may involve:
- databases and the use of spreadsheets, graphs, trend and time series, and mathematical equations
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they can coordinate and undertake a major research activity on behalf of the union, including managing the entire research process. Assessment should consider the breadth of the research project as well as the use of appropriate analytical techniques and processes, and information systems to interrogate data and produce final report outcomes.

Specific Evidence Requirements

Required knowledge and understanding include:

- commonwealth, state and territory legislation and regulations relating to:
  - industrial relations
  - occupational health and safety
  - vocational education and training
  - equal opportunity and discrimination
  - trade practices
- industry knowledge
- union policies and procedures

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- research and analytical skills
- project management skills
- well-developed writing skills

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating the need to establish the research project and key objectives for the union
- liaising with internal and external parties
Collecting, analysing and organising information (3)

• identifying relevant information, statistics and data
• analysing and summarising key points of data

Planning and organising activities (3)

• coordinating and undertaking projects
• coordinating other people’s tasks

Working in a team (2)

• coordinating and working with other employees and/or external bodies in relation to research activities

Using mathematical ideas and techniques (3)

• applying these to the interrogation of data

Solving problems (3)

• identifying issues from relevant information and options to resolve or influence outcomes

Using technology (3)

• using spreadsheets and web tools
• using search facilities for corporate documentation

Innovation skills (2)

• identifying gap research

Products that could be used as evidence include:

• project management plans and evaluation outcomes
• research reports
• actual research outcomes

Processes that could be used as evidence include:

• how the research project was planned and resources and staff allocated
• how information was collected and analysed
• how information systems were managed
• how analytical processes and procedures were used to interrogate data
• how the research process was evaluated
• access to union documentation

Resource implications for assessment include:

• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
• that assessment should be through an actual research activity undertaken on behalf of the union by the candidate

Validity and sufficiency of evidence requires:

• that this unit could be assessed together with:
  - BSBUN503A Coordinate case preparation and research, and
  - BSBUN505A Develop, implement and manage union policy

Integrated competency assessment means:
UNIT  ICAITU126B Use advanced features of computer applications

FIELD  Use

DESCRIPTION  This unit defines the competency required to utilise computer applications to their full capacity employing all advanced features as required

RELATED COMPETENCY STANDARDS  The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITS020C, ICAITS025B, ICAITS031B, ICAITS024C.

ELEMENT  PERFORMANCE CRITERIA

1. Manipulate data
   1. Advanced features of application are employed in the preparation and presentation of data
   2. Data is efficiently transferred between applications
   3. Objects, macros and templates are created and employed for routine activities
   4. Shortcuts and features are regularly employed for increased productivity
   5. Related data files are linked as required

2. Access and use support resources
   1. Routine problems are solved with the use of support resources
   2. Online help is accessed and used to overcome difficulties with applications
   3. Manuals and training booklets are used to solve advanced problems
   4. Problems are analysed and eliminated according to results
   5. Technical support is accessed and trouble shooting results and alert messages are supplied to technical support

3. Configure the computing environment
   1. Performance of PC is enhanced
   2. Environment is configured according to user/organisational requirements
   3. PC environment is customised and optimised

RANGE OF VARIABLES

VARIABLE  SCOPE

Hardware  Variables may include but are not limited to;
   • personal computers and
   • networked systems

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UNIT

ICAITU126B Use advanced features of computer applications

Document
Variables may include but are not limited to: established files and applications

Software
Variables may include but are not limited to: commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities

Storage Media/Disks
May include but are not limited to: diskettes, CDs, zip disks, local HDDs, remote HDDs

Keyboarding
Speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with OHS requirements for safe use of keyboards

IT components
Can include hardware, software and communications packages

Documentation and Reporting
Documentation for version control may follow ISO standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates

Organisational
Variables may include but are not limited to: keyboarding and accuracy as per organisation guidelines; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency

EVIDENCE GUIDE

Critical aspects of evidence
Assessment must confirm the ability to utilise computer applications to their full capacity employing all advanced features and import / export capacities for efficiency and productivity purposes

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS020C, ICAITS025B, ICAITS031B, ICAITS024C. The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning skills and knowledge

Underpinning knowledge:
- General OH&S principles and responsibilities
- Basic understanding of operating systems software and system tools
- Broad knowledge base of vendor product directions
- Broad knowledge base of vendor applications and their features
- Basic understanding of troubleshooting
- Broad knowledge of OHS requirements in relation to work safety, environmental factors and ergonomic considerations

Underpinning skills:
- Basic analysis skills in relation to normal routine work processes
- Detailed skills in using applications features
- Basic skills in interpreting technical information
- Problem solving skills in known areas during normal routine work processes
- Plain English literacy and communication skills in relation to dealing with clients and team members

Resources
This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence
ICAITU126B Use advanced features of computer applications

**Consistency**

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace.

**Context**

An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/information.

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

An individual demonstrating these competencies would be able to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources; and
- take limited responsibility for one’s own outputs in work and learning.

---

### Key Competencies

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Info.</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
LGACOM401A Administer contracts

**Unit descriptor**
This unit covers the administration, monitoring and transition of contracts.

**Application of the competency**
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

<table>
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<th>PERFORMANCE CRITERIA</th>
</tr>
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<td>Performance Criteria describe the required performance needed to demonstrate achievement of the Element. If <em>bold italicised</em> text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.</td>
</tr>
</tbody>
</table>

1 Establish administration procedures

1.1 *Administrative processes for contracts* are implemented according to council quality improvement procedures.

1.2 Contract requirements are confirmed with relevant contract personnel.

1.3 Complaint system is established according to council policy and procedures.

1.4 Consistent and accurate *records of contract progress* are maintained.

2 Monitor contract time frame and specifications

2.1 Regular inspections of contract *services* are undertaken to ensure compliance with specifications and program for completion.

2.2 Regular planned progress meetings are held and documented between all contract personnel to ensure problems are identified and resolved early.

2.3 Variations between the specified scope of services and the contract are identified and documented, and relevant personnel are notified without delay.

2.4 *Testing* of services in progress is carried out as required by the contract and in accordance with legislation, regulations and council policy.
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Monitor costs</td>
<td>3.1 Contract costs are monitored on a regular basis to ensure that the service is carried out in accordance with financial and contractual requirements.</td>
</tr>
<tr>
<td></td>
<td>3.2 Payments for contract services are authorised in accordance with the <em>conditions of contract</em> and delegation of officer.</td>
</tr>
<tr>
<td></td>
<td>3.3 Transaction costs are monitored through an established system.</td>
</tr>
<tr>
<td>4 Resolve contractual</td>
<td>4.1 Disagreements are investigated to identify cause and validity.</td>
</tr>
<tr>
<td>disputes</td>
<td>4.2 Terms of resolution are negotiated and agreed.</td>
</tr>
<tr>
<td></td>
<td>4.3 Contract provisions for dispute resolution are followed.</td>
</tr>
<tr>
<td></td>
<td>4.4 Legal and management advice is sought at an early stage of any dispute to ensure that the contractor has a clear understanding of the council’s legal position and that the council is not exposed to undue legal risk.</td>
</tr>
<tr>
<td></td>
<td>4.5 Appropriate legal advice is sought at any stage in order to clarify any technical aspects of a dispute.</td>
</tr>
<tr>
<td>5 Implement contract</td>
<td>5.1 Contract conditions and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract.</td>
</tr>
<tr>
<td>transition</td>
<td>5.2 Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and specifications.</td>
</tr>
<tr>
<td></td>
<td>5.3 Final statement is reconciled.</td>
</tr>
<tr>
<td></td>
<td>5.4 <em>Contractor performance</em> and level of service are evaluated against agreed benchmark.</td>
</tr>
<tr>
<td></td>
<td>5.5 End-of-service or renewed contracts are coordinated to meet council requirements.</td>
</tr>
<tr>
<td></td>
<td>5.6 Quality of contract documentation is assessed.</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Range Statement relates to</td>
<td>The following variables</td>
</tr>
<tr>
<td>the unit of competency as a</td>
<td>may be present with</td>
</tr>
<tr>
<td>whole. It allows for different</td>
<td>training and assessment</td>
</tr>
<tr>
<td>work environments and situations</td>
<td>depending on the work</td>
</tr>
<tr>
<td>that will affect performance.</td>
<td>situation, needs of the</td>
</tr>
<tr>
<td>The following variables may be</td>
<td>trainee, accessibility</td>
</tr>
<tr>
<td>present with training and</td>
<td>of the item, and local</td>
</tr>
<tr>
<td>assessment depending on the</td>
<td>industry and regional</td>
</tr>
<tr>
<td>work situation, needs of the</td>
<td>contexts. <strong>If bold italicised</strong> text is shown in Performance Criteria, details of the text are provided in the Range Statement.</td>
</tr>
<tr>
<td>trainee, accessibility of the</td>
<td></td>
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<tr>
<td>item, and local industry and</td>
<td></td>
</tr>
<tr>
<td>regional contexts. If <strong>bold italicised</strong> text is shown in Performance Criteria, details of the text are provided in the Range Statement.</td>
<td></td>
</tr>
<tr>
<td>Administrative processes for</td>
<td>• supervision</td>
</tr>
<tr>
<td>contracts may include:</td>
<td>• management</td>
</tr>
<tr>
<td>• supervision</td>
<td>• monitoring</td>
</tr>
<tr>
<td>• management</td>
<td>• overseeing.</td>
</tr>
<tr>
<td>Records of contract progress</td>
<td>• photographs</td>
</tr>
<tr>
<td>may include:</td>
<td>• data</td>
</tr>
<tr>
<td>• photographs</td>
<td>• progress reports</td>
</tr>
<tr>
<td>• data</td>
<td>• customer surveys</td>
</tr>
<tr>
<td>• progress reports</td>
<td>• minutes of meetings.</td>
</tr>
<tr>
<td>• customer surveys</td>
<td></td>
</tr>
<tr>
<td>• minutes of meetings.</td>
<td></td>
</tr>
<tr>
<td>Services may include:</td>
<td>• product</td>
</tr>
<tr>
<td>• product</td>
<td>• maintenance</td>
</tr>
<tr>
<td>• maintenance</td>
<td>• supply</td>
</tr>
<tr>
<td>• supply</td>
<td>• cleaning</td>
</tr>
<tr>
<td>• cleaning</td>
<td>• waste</td>
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<tr>
<td>• waste</td>
<td>• civil</td>
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<tr>
<td>• civil</td>
<td>• child care</td>
</tr>
<tr>
<td>• child care</td>
<td>• other council services.</td>
</tr>
<tr>
<td>Testing may include:</td>
<td>• samples</td>
</tr>
<tr>
<td>• samples</td>
<td>• routine checks</td>
</tr>
<tr>
<td>• routine checks</td>
<td>• audits</td>
</tr>
<tr>
<td>• audits</td>
<td>• observations</td>
</tr>
<tr>
<td>• observations</td>
<td>• meetings</td>
</tr>
<tr>
<td>• meetings</td>
<td></td>
</tr>
</tbody>
</table>
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• laboratory</td>
</tr>
<tr>
<td></td>
<td>• occupational health and safety (OHS)</td>
</tr>
<tr>
<td></td>
<td>• equal employment opportunity (EEO).</td>
</tr>
<tr>
<td>Payments</td>
<td>• progressive</td>
</tr>
<tr>
<td></td>
<td>• lump sum.</td>
</tr>
<tr>
<td>Conditions of contract may</td>
<td>• tender documentation</td>
</tr>
<tr>
<td>include:</td>
<td>• maintenance plan</td>
</tr>
<tr>
<td></td>
<td>• defects liability.</td>
</tr>
<tr>
<td>Contractor performance is</td>
<td>• adherence to timelines and estimated costs</td>
</tr>
<tr>
<td>evaluated in terms of:</td>
<td>• progress towards objectives</td>
</tr>
<tr>
<td></td>
<td>• adherence to quality standards, and OHS and EEO practices.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

- Maintenance of files relating to records of meetings, payments, progress reports, file notes and discussions.
- Effective communication with the contractor.
- Monitoring of industry changes.
- Making recommendations covering a range of contracts.
- Maintenance of WorkCover, OHS and audit processes and up-to-date insurance files.

Context of assessment

On the job or in a simulated work environment.

Relationship to other units (prerequisite or co-requisite units)

Prerequisite units: nil.
Co-requisite units: nil.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
# Evidence Guide

**Evidence required for demonstration of consistent performance**

Evidence will need to be gathered over time across a range of variables.

**Required knowledge:**
- OHS policies and procedures
- Relevant legislation, regulations and council policies
- Contract procedures
- Contract law
- Knowledge of the contract service
- Performance standards and analysis
- Complaint procedures
- Costing processes.

**Required skills:**
- Negotiation and liaison across a range of internal and external customers
- Contingency management
- Contract interpretation
- Project management
- Conflict resolution
- Client interaction
- Financial and time management.

**Resource implications**

Access to a workplace or simulated case study that provides such resources as:
- A range of council contract documentation and records
- Relevant commercial law texts on contracts
- Relevant council policies and procedures documents.
Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key competency</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
<td>work according to documented plans, work procedures or council database administration</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>2</td>
<td>communicate work requirements to relevant staff or respond to queries from community members</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>2</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>1</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>1</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
<td>make adjustments to suit needs or respond to community member queries and deliver quality customer service</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>use appropriate technology such as personal computers or pre-test equipment in the performance of duties</td>
</tr>
</tbody>
</table>
LGACOM409A Prepare tender documentation

Unit descriptor
This unit covers the scoping of contract services, the preparation of tender documentation and the calling for tenders.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

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</tr>
<tr>
<td>1. Identify the extent and nature of services to be contracted</td>
<td>1.1 Scope of the services is confirmed and reviewed to ensure parameters meet current requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Statutory and council requirements are identified to determine available options.</td>
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<tr>
<td></td>
<td>1.3 Detailed parameters are specified to enable a complete brief to be prepared.</td>
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<tr>
<td></td>
<td>1.4 The extent of the contract package is determined.</td>
</tr>
<tr>
<td>2. Select appropriate method for tender</td>
<td>2.1 Area to be contracted is examined.</td>
</tr>
<tr>
<td></td>
<td>2.2 Contract options are identified and analysed.</td>
</tr>
<tr>
<td></td>
<td>2.3 Benefits, costs and opportunities of each option are identified.</td>
</tr>
<tr>
<td></td>
<td>2.4 Appropriate contract option is selected.</td>
</tr>
<tr>
<td>3. Prepare tender specifications according to council and Australian standards</td>
<td>3.1 Complete and detailed service specifications are prepared consistent with council policy and Australian standards and based on service profile and review.</td>
</tr>
<tr>
<td></td>
<td>3.2 Legislative, occupational health and safety and risk management requirements are applied.</td>
</tr>
<tr>
<td></td>
<td>3.3 Quality assurance methods are applied to the preparation of service specifications.</td>
</tr>
<tr>
<td></td>
<td>3.4 Service specifications are prepared in</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>consultation with relevant staff that complement required outcomes.</td>
</tr>
<tr>
<td>3.5</td>
<td>Details on methods, standards, materials, products, contractors and performance period are provided by quality service specifications, as applicable.</td>
</tr>
<tr>
<td>4. Prepare evaluation criteria</td>
<td>4.1 A tender review panel or team is selected from appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>4.2 Criteria are established based on the specifications, product and service required.</td>
</tr>
<tr>
<td></td>
<td>4.3 Criteria are written clearly to enable bids to be compared.</td>
</tr>
<tr>
<td></td>
<td>4.4 Criteria are ranked against council procedures.</td>
</tr>
<tr>
<td>5. Prepare tender document</td>
<td>5.1 <strong>Tender documents</strong> are prepared clearly and concisely.</td>
</tr>
<tr>
<td></td>
<td>5.2 Tender documents are prepared that enable competitive pricing of products.</td>
</tr>
<tr>
<td></td>
<td>5.3 Tender documents are designed to enable valid comparisons between tenders received.</td>
</tr>
<tr>
<td>6. Invite tenders</td>
<td>6.1 Invitations are prepared based on the type of <strong>tendering method</strong> used.</td>
</tr>
<tr>
<td></td>
<td>6.2 Source list is prepared according to council procedures.</td>
</tr>
<tr>
<td></td>
<td>6.3 <strong>Advertisement</strong> is prepared and placed according to the tender method.</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **If bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
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<td><strong>Services</strong> may include:</td>
<td>• works</td>
</tr>
<tr>
<td></td>
<td>• function</td>
</tr>
<tr>
<td></td>
<td>• provision</td>
</tr>
<tr>
<td></td>
<td>• community expectations.</td>
</tr>
<tr>
<td><strong>Parameters</strong> may include:</td>
<td>• budget range</td>
</tr>
<tr>
<td></td>
<td>• council resources</td>
</tr>
<tr>
<td></td>
<td>• level of risk</td>
</tr>
<tr>
<td></td>
<td>• council policies, such as ‘buy local’.</td>
</tr>
</tbody>
</table>

**Tendering methodology may include:**

| Tendering method may include: | • lump sum                                      |
|                            | • unit rate                                      |
|                            | • partnership                                    |
|                            | • services process                              |

**Tendering method may include:**

| Tendering method may include: | • expression of interest                        |
|                             | • public tender                                  |
|                             | • invitation                                     |
|                             | • verbal                                        |
|                             | • written                                       |
|                             | • in-house bid                                   |
|                             | • select tender                                  |

**Preparation of tender documentation may include:**

| Preparation of tender documentation may include: | • documentation developed using standardised format and plain English principles. |

**Advertisement may include:**

| Advertisement may include: | • newspaper                                    |
|                           | • in-house                                     |
|                           | • trade magazines                              |
|                           | • according to council policy.                 |
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legislative requirements may</strong></td>
<td>include:</td>
</tr>
<tr>
<td></td>
<td>• WorkCover</td>
</tr>
<tr>
<td></td>
<td>• risk management</td>
</tr>
<tr>
<td></td>
<td>• occupational health and safety</td>
</tr>
<tr>
<td></td>
<td>• equal employment opportunity</td>
</tr>
<tr>
<td></td>
<td>• sexual harassment</td>
</tr>
<tr>
<td></td>
<td>• public liability</td>
</tr>
<tr>
<td></td>
<td>• professional indemnity</td>
</tr>
<tr>
<td></td>
<td>• evidence of insurance cover</td>
</tr>
<tr>
<td></td>
<td>• quality assurance</td>
</tr>
<tr>
<td><strong>Tender documents may</strong></td>
<td>include:</td>
</tr>
<tr>
<td></td>
<td>• general conditions</td>
</tr>
<tr>
<td></td>
<td>• special clauses</td>
</tr>
<tr>
<td></td>
<td>• technical conditions</td>
</tr>
<tr>
<td></td>
<td>• standard specifications</td>
</tr>
<tr>
<td></td>
<td>• code of tendering</td>
</tr>
<tr>
<td></td>
<td>• statutory declaration</td>
</tr>
<tr>
<td></td>
<td>• evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>• drawings</td>
</tr>
<tr>
<td></td>
<td>• implementation plan</td>
</tr>
<tr>
<td></td>
<td>• legislative amendments</td>
</tr>
<tr>
<td></td>
<td>• legal endorsement</td>
</tr>
<tr>
<td><strong>Comparative statement may</strong></td>
<td>include:</td>
</tr>
<tr>
<td></td>
<td>• matrix</td>
</tr>
<tr>
<td></td>
<td>• data</td>
</tr>
<tr>
<td></td>
<td>• criteria</td>
</tr>
<tr>
<td></td>
<td>• compliance</td>
</tr>
<tr>
<td></td>
<td>• score</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formalisation may include:</td>
<td>• contract signing procedure</td>
</tr>
<tr>
<td></td>
<td>• preliminary deposits.</td>
</tr>
<tr>
<td>Evaluation may include:</td>
<td>• previous projects</td>
</tr>
<tr>
<td></td>
<td>• verification of quality accreditation</td>
</tr>
<tr>
<td></td>
<td>• capacity</td>
</tr>
<tr>
<td></td>
<td>• capability</td>
</tr>
<tr>
<td></td>
<td>• risk</td>
</tr>
<tr>
<td></td>
<td>• security</td>
</tr>
<tr>
<td></td>
<td>• service</td>
</tr>
</tbody>
</table>

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

• Contract authorisation process is undertaken.
• Appropriate advertisement is placed.
• Required specifications are produced.
• Conditions of contract are produced.
• Industry standard conditions of contract are applied.
• Confidentiality and probity are observed for both in-house bids and/or external tenders.

Context of assessment

On the job or in a simulated work environment.
# EVIDENCE GUIDE

## Relationship to other units

<table>
<thead>
<tr>
<th>(prerequisite or co-requisite units)</th>
<th>Prerequisite units: nil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite units: nil.</td>
<td></td>
</tr>
</tbody>
</table>

## Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

## Evidence required for demonstration of consistent performance

Evidence will need to be gathered over time across a range of variables.

## Required knowledge:

- relevant council policies, procedures and codes of conduct
- quality assurance systems
- relevant Australian and industry standards
- statutory and council tender requirements
- contractual processes
- industrial agreements
- statutory council requirements
- tendering codes of practice
- national competition policy.
EVIDENCE GUIDE

Required skills:

• report and specification writing
• qualitative and quantitative research
• analytical
• consultation with relevant personnel
• specification interpretation
• negotiation with relevant internal and external people
• observation of protocol and probity policies.

Resource implications

Access to a workplace or simulated case study that provides the following resources:

• relevant council policies and procedures
• national competition policy information.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key competency</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
<td>work according to documented plans, work procedures or council database administration</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>2</td>
<td>communicate work requirements to relevant staff or respond to queries from community members</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>1</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>2</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>1</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>Key competency</td>
<td>Level</td>
<td>Example</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Solve problems</td>
<td>2</td>
<td>make adjustments to suit needs or respond to community member queries and deliver quality customer service</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>use appropriate technology such as personal computers or pre-test equipment in the performance of duties</td>
</tr>
</tbody>
</table>
LGACOM502B Devise and conduct community consultations

Unit descriptor
This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance Criteria describe the required performance needed to demonstrate achievement of the Element. If <strong>bold italicised</strong> text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.</td>
</tr>
<tr>
<td>1   Devise consultation strategies</td>
<td>1.1 A range of consultation strategies is identified and assessed for suitability.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Interested and affected parties</strong> are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Resources</strong> required to conduct consultation are assessed.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Consultation strategies</strong> are chosen that <strong>enable and encourage relevant groups</strong> or individuals to be involved.</td>
</tr>
<tr>
<td></td>
<td>1.5 <strong>Legislative</strong> and council requirements are reviewed to ensure strategies meet all criteria.</td>
</tr>
<tr>
<td>2   Conduct consultations</td>
<td>2.1 <strong>Information</strong> is prepared that is clear, accurate and appropriate to the needs of all parties.</td>
</tr>
<tr>
<td></td>
<td>2.2 All people involved in conducting the consultations are briefed on the process of consultation and the parties involved.</td>
</tr>
<tr>
<td></td>
<td>2.3 Information is <strong>presented</strong> to affected parties at an appropriate time and place.</td>
</tr>
<tr>
<td></td>
<td>2.4 <strong>Access and equity</strong> requirements are implemented in the consultations.</td>
</tr>
</tbody>
</table>
ELEMENT PERFORMANCE CRITERIA

2.5 Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame.

2.6 Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.

3.1 Public consultation responses and processes are formatted to enable informed decision making to proceed.

3.2 Appropriate suggestions for improvement are incorporated into design parameters.

3.3 Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised.

3.4 Other issues raised during consultation are directed to relevant department or person to respond to community concern.

3.5 An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.

3.6 The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

RANGE STATEMENT

Variable Scope

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Access and equity may include:

- subject matter
- manner in which consultations are conducted
- physical accessibility
- community profile.
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enabling and encouraging</strong></td>
<td>• physical accessibility</td>
</tr>
<tr>
<td><strong>relevant groups to be</strong></td>
<td>• diverse language needs</td>
</tr>
<tr>
<td><strong>involved may include:</strong></td>
<td>• culture, including Indigenous, youth and non-English speaking background</td>
</tr>
<tr>
<td></td>
<td>• physical environment</td>
</tr>
<tr>
<td></td>
<td>• number of people.</td>
</tr>
<tr>
<td><strong>Information</strong> may include:**</td>
<td>• written and oral records</td>
</tr>
<tr>
<td></td>
<td>• anecdotes</td>
</tr>
<tr>
<td></td>
<td>• reports</td>
</tr>
<tr>
<td></td>
<td>• instructions</td>
</tr>
<tr>
<td></td>
<td>• directions from supervisor or management</td>
</tr>
<tr>
<td></td>
<td>• interviews</td>
</tr>
<tr>
<td></td>
<td>• formal and informal team meetings.</td>
</tr>
<tr>
<td><strong>Interested and affected</strong></td>
<td>• community groups</td>
</tr>
<tr>
<td><strong>parties</strong> may include:**</td>
<td>• other authorities</td>
</tr>
<tr>
<td></td>
<td>• individuals</td>
</tr>
<tr>
<td></td>
<td>• emergency authorities (police, fire and ambulance)</td>
</tr>
<tr>
<td></td>
<td>• private sector business interests</td>
</tr>
<tr>
<td></td>
<td>• special interest groups</td>
</tr>
<tr>
<td></td>
<td>• experts.</td>
</tr>
<tr>
<td><strong>Resources</strong> may include:**</td>
<td>• human</td>
</tr>
<tr>
<td></td>
<td>• financial</td>
</tr>
<tr>
<td></td>
<td>• locations.</td>
</tr>
</tbody>
</table>
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation strategies</td>
<td>• public meetings</td>
</tr>
<tr>
<td></td>
<td>• phone-ins</td>
</tr>
<tr>
<td></td>
<td>• questionnaires</td>
</tr>
<tr>
<td></td>
<td>• informal gatherings</td>
</tr>
<tr>
<td></td>
<td>• door knocks</td>
</tr>
<tr>
<td></td>
<td>• council meetings</td>
</tr>
<tr>
<td>Legislation</td>
<td>• local government</td>
</tr>
<tr>
<td></td>
<td>• anti-discrimination</td>
</tr>
<tr>
<td></td>
<td>• planning</td>
</tr>
<tr>
<td>Presentation of information</td>
<td>• graphics</td>
</tr>
<tr>
<td></td>
<td>• models</td>
</tr>
<tr>
<td></td>
<td>• computer animations</td>
</tr>
<tr>
<td></td>
<td>• video displays</td>
</tr>
<tr>
<td></td>
<td>• overhead transparencies</td>
</tr>
<tr>
<td></td>
<td>• handouts</td>
</tr>
<tr>
<td></td>
<td>• display plans</td>
</tr>
<tr>
<td></td>
<td>• interpreter service.</td>
</tr>
</tbody>
</table>
## EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

### Critical aspects of evidence to be considered

The demonstrated ability to devise and conduct community consultations where:

- consultation ensures council’s image or reputation is maintained or enhanced
- community consultation produces valid and useful information.

### Context of assessment

Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

### Relationship to other units (prerequisite or co-requisite units)

- Prerequisite units: nil.
- Co-requisite units: nil.

### Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Evidence required for demonstration of consistent performance</th>
<th>Evidence should be gathered over a period of time in a range of actual or simulated management environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required knowledge:</strong></td>
<td>• relevant council policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• relevant legislation, including planning and anti-discrimination</td>
</tr>
<tr>
<td></td>
<td>• relevant sections of local government act</td>
</tr>
<tr>
<td></td>
<td>• access and equity issues</td>
</tr>
<tr>
<td></td>
<td>• strategies for consultation</td>
</tr>
<tr>
<td></td>
<td>• codes of conduct and ethics</td>
</tr>
<tr>
<td><strong>Required skills:</strong></td>
<td>• consultation, presentation, negotiation and report writing</td>
</tr>
<tr>
<td></td>
<td>• research</td>
</tr>
<tr>
<td></td>
<td>• planning and organising</td>
</tr>
<tr>
<td></td>
<td>• information gathering and analysis</td>
</tr>
<tr>
<td><strong>Resource implications</strong></td>
<td>Access to a range of real or simulated consultation processes including:</td>
</tr>
<tr>
<td></td>
<td>• public and community meetings and forums</td>
</tr>
<tr>
<td></td>
<td>• surveys and door knocks</td>
</tr>
<tr>
<td></td>
<td>• appropriate communications equipment and aids such as overhead projectors and computer-based presentations</td>
</tr>
</tbody>
</table>
Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key competency</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>3</td>
<td>work according to documented plans, work procedures or council database administration</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>3</td>
<td>communicate work requirements to relevant staff or respond to queries from community members</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>3</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>3</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>2</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>Solve problems</td>
<td>3</td>
<td>make adjustments to suit needs or respond to community member queries and deliver quality customer service</td>
</tr>
<tr>
<td>Use technology</td>
<td>2</td>
<td>use appropriate technology such as personal computers or pre-test equipment in the performance of duties</td>
</tr>
</tbody>
</table>
LGAEHRR504B Implement public education programs to improve community compliance

Unit descriptor
This unit covers the development and delivery of environmental health awareness programs.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
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</tr>
<tr>
<td>1 Develop environmental health education, promotion and awareness strategies</td>
<td>1.1 Goals and objectives for health education, promotion and awareness are established in accordance with council requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Information to assist in needs analysis is identified, researched and collated.</td>
</tr>
<tr>
<td></td>
<td>1.3 Health surveys that identify community health needs are developed.</td>
</tr>
<tr>
<td></td>
<td>1.4 Existing services and strategies are reviewed and evaluated to ensure relevance.</td>
</tr>
<tr>
<td></td>
<td>1.5 Community networks are established and maintained to ensure broad exposure to local development needs.</td>
</tr>
<tr>
<td>2 Implement environmental health education, promotion and awareness strategies</td>
<td>2.1 Appropriate health education, <em>promotion and awareness programs</em> are developed based on community development needs and in accordance with council policy.</td>
</tr>
<tr>
<td></td>
<td>2.2 Programs are implemented using appropriate educational, promotional and awareness activities and responding to state legislative requirements.</td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
---|---
2.3 | Health education, promotional and awareness programs are monitored and evaluated in conjunction with the community to assess performance in relation to goals and objectives of the program.

3 | Undertake marketing programs

3.1 | The opportunity for a *marketing* program is identified from the market place.

3.2 | The *viability* of a program is assessed by *internal and external consultation*.

3.3 | Reports are prepared for management and council with recommendations and supporting information.

3.4 | The program is implemented and monitored to ensure objectives are met within budget, resource and time limitations.

3.5 | The program is reviewed and assessed using consumer response and internal audits.

RANGE STATEMENT

| Variable | Scope |
---|---

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If *bold italicised* text is shown in Performance Criteria, details of the text are provided in the Range Statement.

*Promotion and awareness programs* may include:

- immunisation
- nutrition
- smoking
- sun smart
- mosquito control
- sexually transmitted diseases
- council
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>public health plan</td>
<td></td>
</tr>
<tr>
<td>public health policy</td>
<td></td>
</tr>
<tr>
<td>personal skill development</td>
<td></td>
</tr>
<tr>
<td>community action strengthening</td>
<td></td>
</tr>
<tr>
<td>supportive environments</td>
<td></td>
</tr>
<tr>
<td>reorienting services</td>
<td></td>
</tr>
<tr>
<td>behavioural and environmental adaptation</td>
<td></td>
</tr>
<tr>
<td>community development</td>
<td></td>
</tr>
</tbody>
</table>

**Marketing** collateral materials may include:

- videotapes
- slide tapes
- hard copy
- pamphlets
- books
- software
- badges
- ties
- stickers
- professional consultancy
- online support.
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Internal and external consultation</em> may include:</td>
<td>• staff</td>
</tr>
<tr>
<td></td>
<td>• councillors</td>
</tr>
<tr>
<td></td>
<td>• schools</td>
</tr>
<tr>
<td></td>
<td>• police</td>
</tr>
<tr>
<td></td>
<td>• experts</td>
</tr>
<tr>
<td></td>
<td>• community</td>
</tr>
<tr>
<td></td>
<td>• parents</td>
</tr>
<tr>
<td></td>
<td>• funding organisations</td>
</tr>
<tr>
<td></td>
<td>• regional groups</td>
</tr>
<tr>
<td></td>
<td>• relevant agencies, including welfare agencies</td>
</tr>
<tr>
<td></td>
<td>• hospitals</td>
</tr>
<tr>
<td></td>
<td>• medical institutes</td>
</tr>
<tr>
<td></td>
<td>• church groups</td>
</tr>
<tr>
<td></td>
<td>• industry and professional expertise</td>
</tr>
<tr>
<td></td>
<td>• government departments</td>
</tr>
<tr>
<td></td>
<td>• marketing department and consultants</td>
</tr>
<tr>
<td></td>
<td>• media developers</td>
</tr>
<tr>
<td><em>Community health needs</em> may include special requirements of:</td>
<td>• ethnic or minority groups</td>
</tr>
<tr>
<td></td>
<td>• demographic groups</td>
</tr>
<tr>
<td><em>Council requirements</em> may include:</td>
<td>• council policies, procedures and guidelines</td>
</tr>
<tr>
<td></td>
<td>• strategic, business and management plans</td>
</tr>
<tr>
<td></td>
<td>• local ordinances, laws and by-laws</td>
</tr>
<tr>
<td></td>
<td>• state legislation</td>
</tr>
<tr>
<td><em>Legislative requirements</em> may include:</td>
<td>• federal</td>
</tr>
<tr>
<td></td>
<td>• state or territory</td>
</tr>
<tr>
<td></td>
<td>• local government</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viability may include:</td>
<td></td>
</tr>
<tr>
<td>• profit or loss</td>
<td></td>
</tr>
<tr>
<td>• break-even</td>
<td></td>
</tr>
<tr>
<td>• community value.</td>
<td></td>
</tr>
</tbody>
</table>

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

- Goals and objectives of programs are achieved.

Context of assessment

- On the job or in a simulated work environment.

Relationship to other units (prerequisite or co-requisite units)

- To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment

- The following assessment methods are suggested:
  - observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
  - written and/or oral questioning to assess knowledge and understanding
  - completing workplace documentation
  - third-party reports from experienced practitioners
  - completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Evidence required for demonstration of consistent performance</th>
<th>Competency must be demonstrated in all Elements across a range of variables relevant to council’s size, location and strategic plan.</th>
</tr>
</thead>
</table>
| **Required knowledge:**                                       | • council structure, services and relevant policies  
|                                                               | • health services  
|                                                               | • health education policy  
|                                                               | • understanding of technical health issues such as infectious diseases. |
| **Required skills:**                                          | • promotional strategies  
|                                                               | • program planning  
|                                                               | • consultation with public  
|                                                               | • presentations to public  
|                                                               | • budget management. |
| **Resource implications**                                     | Access to a workplace or simulated case studies that provide relevant equipment and materials such as:  
|                                                               | • videotapes  
|                                                               | • pamphlets  
|                                                               | • health legislation  
|                                                               | • council policies and procedures. |
Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.
Level 2 represents the competence to manage tasks.
Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key competency</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
<td>work according to documented plans, work procedures or council database administration</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>2</td>
<td>communicate work requirements to relevant internal or external clients or respond to queries or complaints from community members</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>2</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>2</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>2</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>Solve problems</td>
<td>2</td>
<td>make adjustments to suit needs or respond to community member queries and interpret the appropriate application of by-laws and environmental control and compliance plans</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>use appropriate technology such as personal computers in the performance of duties</td>
</tr>
</tbody>
</table>
LGAPLEM404A Prepare and present geographic information systems data

Unit descriptor
This unit covers designing, generating and producing information to meet user requirements.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance Criteria describe the required performance needed to demonstrate achievement of the element. If <strong>bold italicised</strong> text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.</td>
</tr>
<tr>
<td>1 Identify presentation requirements</td>
<td>1.1 Presentation requirements are determined in consultation with end user.</td>
</tr>
<tr>
<td></td>
<td>1.2 Extent, content and intended use of output are considered in recommending presentation format and medium.</td>
</tr>
<tr>
<td>2 Format and present data</td>
<td>2.1 Relevant data elements are assembled.</td>
</tr>
<tr>
<td></td>
<td>2.2 Procedures are designed for formatting data into compatible format.</td>
</tr>
<tr>
<td></td>
<td>2.3 Data formats are selected to meet customer requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Information is presented to meet user requirements using suitable media in an attractive, informative and useable manner.</td>
</tr>
<tr>
<td></td>
<td>2.5 Information is presented in line with appropriate Australian standards.</td>
</tr>
<tr>
<td>3 Ensure customer satisfaction</td>
<td>3.1 Work is completed in line with council quality requirements.</td>
</tr>
<tr>
<td></td>
<td>3.2 Feedback is sought from customer regarding satisfaction with information and presentation.</td>
</tr>
<tr>
<td></td>
<td>3.3 Any areas of dissatisfaction are resolved in line with council policies and procedures.</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3.4</td>
<td>Customer feedback is analysed and used as a quality improvement tool.</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

<table>
<thead>
<tr>
<th>Variable</th>
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</tr>
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<td></td>
<td></td>
</tr>
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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

**Output** formats may include:
- hard copy
- digital graphic output
- spreadsheets
- databases
- word processing documents
- maps
- sticky labels
- desktop published documents.

**Quality requirements** may include:
- percentage rework
- allowable time frame durations.
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

- Customer requirements are met.
- Presentation is in line with Australian standards.

Context of assessment

On the job or in a simulated work environment.

Relationship to other units

(Prerequisite or co-requisite units)

Prerequisite units: nil.
Co-requisite units: nil.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

Evidence will need to be gathered over time across a range of variables.
EVIDENCE GUIDE

Required knowledge:
- display principles including colour, composition, layout, text and line style, appropriate scale, media, font types and sizes, legends and projectives
- use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters, printers and terminals
- Australian standards: drawing
- council policies relevant to information presentation.

Required skills:
- layout and design
- attention to detail
- consultation and negotiation with customers.

Resource implications
Access to a workplace or simulated case study that provides resources, including:
- relevant software and hardware such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals.

Key competencies
The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

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<tr>
<td>Key competency</td>
<td>Level</td>
<td>Example</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>2</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>2</td>
<td>measure and calculate quantities or compile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spreadsheets</td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
<td>make adjustments to suit needs or respond to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>community member queries and deliver quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>customer service</td>
</tr>
<tr>
<td>Use technology</td>
<td>3</td>
<td>use appropriate technology such as personal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>computers or pre-test equipment in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance of duties</td>
</tr>
</tbody>
</table>
LGAPLEM612B Protect heritage and cultural assets

Unit descriptor
This unit covers establishing an inventory, assessing opportunities and threats and developing strategies for heritage and cultural assets.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

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</tr>
</tbody>
</table>

1 Prepare inventory of heritage and cultural assets

1.1 Heritage and cultural assets within the community, and council expectations and requirements relating to them, are identified.

1.2 The *significance* of each heritage and cultural asset is assessed according to established criteria and community expectations.

1.3 An adequate information base of significant places is obtained through comprehensive field investigation and research.

1.4 *Data* is collected accurately and objectively on heritage and cultural assets.

1.5 A comprehensive inventory of *heritage* and cultural assets is prepared with full and detailed descriptions of history and significance.

2 Assess threats and opportunities for the protection of heritage and cultural assets

2.1 *Threats* and opportunities are identified to ensure all factors are fully assessed.

2.2 Based on input from council and the community, *criteria* are established to enable threats and opportunities to be prioritised.
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Identify and develop strategies for the protection of heritage and cultural assets</td>
</tr>
<tr>
<td>3.1</td>
<td>Criteria are established to identify priorities.</td>
</tr>
<tr>
<td>3.2</td>
<td>Consultation with the community and property owners is undertaken to seek views on the conservation action required to protect the significant attributes of the area.</td>
</tr>
<tr>
<td>3.3</td>
<td>A framework for the legal protection of heritage and cultural assets is established through existing legislation.</td>
</tr>
<tr>
<td>3.4</td>
<td>Practical and appropriate strategies to conserve heritage and cultural assets are determined.</td>
</tr>
<tr>
<td>3.5</td>
<td>The effectiveness of strategies is assessed through a comparison with methods used elsewhere.</td>
</tr>
<tr>
<td>3.6</td>
<td>The policy elements of the proposed heritage program are determined.</td>
</tr>
<tr>
<td>3.7</td>
<td>Innovative approaches are developed to protect heritage and cultural assets in response to the local community need.</td>
</tr>
<tr>
<td>4</td>
<td>Implement strategies for the protection of heritage and cultural assets</td>
</tr>
<tr>
<td>4.1</td>
<td>The study and program are adopted by the local authority.</td>
</tr>
<tr>
<td>4.2</td>
<td>Consultation is undertaken with the community and property owners about the study and proposed heritage program.</td>
</tr>
<tr>
<td>4.3</td>
<td>Financial resources are identified and procured within budget cycles to support the achievement of required outcomes.</td>
</tr>
<tr>
<td>4.4</td>
<td>Personnel are identified, trained and assigned to tasks so that requirements for skills and knowledge are met.</td>
</tr>
<tr>
<td>4.5</td>
<td>Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes.</td>
</tr>
<tr>
<td>4.6</td>
<td>Community education and information materials are prepared and distributed to ensure ongoing support for the strategy.</td>
</tr>
<tr>
<td>4.7</td>
<td>The strategy is incorporated into council policies and procedures and relevant legislation.</td>
</tr>
<tr>
<td>4.8</td>
<td>A timetable for implementation is established and priorities are set.</td>
</tr>
</tbody>
</table>
ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Monitor and review the effectiveness of strategies to protect heritage and cultural assets</td>
<td>5.1 Further research is undertaken on places listed as being of local significance in the study.</td>
</tr>
<tr>
<td></td>
<td>5.2 Additional plans of significance are identified and reviewed.</td>
</tr>
<tr>
<td></td>
<td>5.3 An annual heritage report is prepared if required.</td>
</tr>
<tr>
<td></td>
<td>5.4 Information received from monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience.</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
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</thead>
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<tr>
<td>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.</td>
<td></td>
</tr>
<tr>
<td>The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.</td>
<td></td>
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<tr>
<td>Significance may be:</td>
<td></td>
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<td></td>
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<tr>
<td>Significance may be:</td>
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<td>Data includes:</td>
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</tbody>
</table>
### RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
</table>
| **Information** may include: | • written and oral records  
• reports  
• instructions  
• directions from supervisor and management  
• formal and informal interviews  
• team meetings  
• reports from other services, agencies, specialists and experts  
• media. |
| **Criteria** may include: | • community preferences  
• budget constraints  
• legislative provisions  
• resources  
• time frames  
• age  
• outstanding craftsmanship  
• architectural style  
• construction technology  
• an association with important events or figures  
• building type  
• rarity  
• technical or creative achievement  
• representing a way of life  
• artistic  
• religious or cultural associations. |
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
</table>
| Places of significance may include: | • buildings  
|                     | • structures  
|                     | • plantings  
|                     | • subsurface remains.                         |
| **Heritage** may include: | • cultural and environmental issues  
|                     | • national and local area significance  
|                     | • danger component of heritage element or structure. |
| **Threats** may include: | • political emphasis  
|                     | • reductions in maintenance  
|                     | • lack of planning  
|                     | • other authorities’ planning  
|                     | • competing interests  
|                     | • community attitudes.                      |
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- identify and protect heritage and cultural assets
- identify and implement strategies to protect heritage and cultural assets
- put in place monitoring processes.

Context of assessment

Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

Relationship to other units (prerequisite or co-requisite units)

Prerequisite units: nil.
Co-requisite units: nil.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Evidence required for demonstration of consistent performance</th>
<th>Evidence should be gathered over a period of time in a range of actual or simulated management environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required knowledge:</td>
<td>• heritage assets</td>
</tr>
<tr>
<td></td>
<td>• cultural assets</td>
</tr>
<tr>
<td></td>
<td>• asset classification</td>
</tr>
<tr>
<td></td>
<td>• council structures and services</td>
</tr>
<tr>
<td></td>
<td>• town planning</td>
</tr>
<tr>
<td></td>
<td>• community needs and expectations</td>
</tr>
<tr>
<td></td>
<td>• regulations, standards and policies</td>
</tr>
<tr>
<td></td>
<td>• community information.</td>
</tr>
<tr>
<td>Required skills:</td>
<td>• research</td>
</tr>
<tr>
<td></td>
<td>• collation of information from local, national and international sources</td>
</tr>
<tr>
<td></td>
<td>• evaluation methodologies</td>
</tr>
<tr>
<td></td>
<td>• consultation with a range of community and government agencies</td>
</tr>
<tr>
<td></td>
<td>• strategic planning</td>
</tr>
<tr>
<td></td>
<td>• budgeting and lifecycle costings</td>
</tr>
<tr>
<td></td>
<td>• community education strategies</td>
</tr>
<tr>
<td></td>
<td>• project management</td>
</tr>
<tr>
<td>Resource implications</td>
<td>Access to a workplace or simulated case study that provides the following resources:</td>
</tr>
<tr>
<td></td>
<td>• relevant data such as survey information</td>
</tr>
<tr>
<td></td>
<td>• historical research</td>
</tr>
<tr>
<td></td>
<td>• existing reports</td>
</tr>
<tr>
<td></td>
<td>• studies and texts</td>
</tr>
<tr>
<td></td>
<td>• financial and budget information</td>
</tr>
<tr>
<td></td>
<td>• real or simulated consultation process</td>
</tr>
<tr>
<td></td>
<td>• copies of relevant regulations, standards and policies</td>
</tr>
</tbody>
</table>
## Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

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<td>information</td>
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<td>Communicate ideas and</td>
<td>3</td>
<td>communicate work requirements to relevant staff or respond to queries from community members</td>
</tr>
<tr>
<td>information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>2</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>2</td>
<td>liaise with relevant personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and</td>
<td>2</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve problems</td>
<td>2</td>
<td>make adjustments to suit needs or respond to community member queries and deliver quality customer service</td>
</tr>
<tr>
<td>Use technology</td>
<td>3</td>
<td>use appropriate technology such as personal computers or pre-test equipment in the performance of duties</td>
</tr>
</tbody>
</table>
LGAWORK212A Perform field support duties in a roadwork environment

Unit descriptor
This unit covers the competencies required to undertake relevant field support duties in the construction and maintenance of roads within Council areas. The unit looks at establishing the facilities required for road works, the preparation of surfaces and materials necessary for road construction and maintenance and the use of appropriate signage at the work site.

Application of the competency
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations that provide the boundaries for the operation of councils is essential. The ability to use appropriate materials, construction methods and processes and adhere to relevant standards must be appropriately reflected.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance Criteria describe the required performance needed to demonstrate achievement of the element. If <strong>bold italicised</strong> text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.</td>
</tr>
<tr>
<td><strong>1</strong> Establish site facilities for road maintenance and construction</td>
<td><strong>1.1</strong> Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong> Work site is prepared and maintained in a safe condition in accordance with OHS requirements and regulations of other accredited authorities.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong> Traffic control is planned at job site and signed in accordance with relevant Australian Standards.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong> Underground and overhead obstructions and other utility services are identified.</td>
</tr>
<tr>
<td></td>
<td><strong>1.5</strong> Appropriate <strong>signage</strong> is selected, established and maintained at work site.</td>
</tr>
<tr>
<td><strong>2</strong> Construct appropriate pits and manholes</td>
<td><strong>2.1</strong> Plant, equipment, tools and materials to construct manholes and pits are selected.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Pits and manholes are constructed according to council requirements.</td>
</tr>
<tr>
<td><strong>3</strong> Construct roads and pavements</td>
<td><strong>3.1</strong> Site is set out, cleared and prepared</td>
</tr>
<tr>
<td></td>
<td><strong>3.2</strong> <strong>Earthworks</strong> are undertaken and the sub-grade prepared.</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>Construction materials</strong> are spread and compacted using appropriate <strong>plant, equipment, materials and construction.</strong></td>
</tr>
<tr>
<td>3.4</td>
<td>Pavement <strong>surface</strong> for construction of wearing surface using either a bitumen seal or asphalt surface.</td>
</tr>
<tr>
<td>3.5</td>
<td>Pavement markings are applied and signs, safety rails and markers are erected as specified.</td>
</tr>
<tr>
<td>4</td>
<td>Maintain roads and pavements</td>
</tr>
<tr>
<td>4.1</td>
<td><strong>Surface</strong> is set out and prepared for resealing/patching or other maintenance activities.</td>
</tr>
<tr>
<td>4.2</td>
<td>Levelling tasks are carried out where necessary using appropriate plant and equipment.</td>
</tr>
<tr>
<td>4.3</td>
<td>Materials used to maintain the pavement are prepared correctly using appropriate tools and equipment.</td>
</tr>
<tr>
<td>4.4</td>
<td>Repairs on road pavement, kerb and channel, potholes, sealing and asphalt overlays are made using appropriate tools, plant and equipment.</td>
</tr>
<tr>
<td>4.5</td>
<td>Subsurface and surface open drains are maintained, repaired and cleared where necessary.</td>
</tr>
<tr>
<td>4.6</td>
<td>Trees and shrubs are trimmed or removed and weeds are controlled according to council requirements.</td>
</tr>
<tr>
<td>4.7</td>
<td>Verges are mown by tractor signs in relation to their meaning, positioning and material.</td>
</tr>
<tr>
<td>5</td>
<td>Maintain <strong>records</strong> for road construction and maintenance</td>
</tr>
<tr>
<td>5.1</td>
<td>Information is recorded in accordance with council and legislative requirements.</td>
</tr>
<tr>
<td>5.2</td>
<td>Details are recorded clearly, accurately and legibly.</td>
</tr>
<tr>
<td>5.3</td>
<td>Records are secured, accessible and up-to-date.</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
</table>
| Signage       | • statutory  
                • directional and information  
                • road lines/road markings  
                • reflectors  
                • centrelines  
                • directional lines  
                • shoulder lines. |
| Earthworks    | • clearing  
                • grading  
                • levelling  
                • excavating  
                • trenching. |
| Plant and equipment | • bulldozers  
                        • excavators  
                        • trucks  
                        • graders  
                        • compactors  
                        • loaders  
                        • skid steers  
                        • pumps. |
RANGE STATEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of construction materials</strong> may include:</td>
<td>• soils (clay, sand, gravel, silt)</td>
</tr>
<tr>
<td></td>
<td>• crushed rock</td>
</tr>
<tr>
<td></td>
<td>• soil aggregates</td>
</tr>
<tr>
<td></td>
<td>• concrete aggregates</td>
</tr>
<tr>
<td></td>
<td>• filter sands and aggregates</td>
</tr>
<tr>
<td></td>
<td>• bitumen</td>
</tr>
<tr>
<td></td>
<td>• cutback bitumen</td>
</tr>
<tr>
<td></td>
<td>• bitumen emulsion</td>
</tr>
<tr>
<td>Types of <em>surfaces</em> may include:</td>
<td>• bitumen and emulsion seal</td>
</tr>
<tr>
<td></td>
<td>• unsealed</td>
</tr>
<tr>
<td></td>
<td>• gravel</td>
</tr>
<tr>
<td></td>
<td>• concrete</td>
</tr>
<tr>
<td></td>
<td>• segmental pavers</td>
</tr>
<tr>
<td></td>
<td>• asphalt</td>
</tr>
<tr>
<td></td>
<td>• pre-mix</td>
</tr>
<tr>
<td></td>
<td>• primer seal</td>
</tr>
<tr>
<td>Types of <em>records</em> may include:</td>
<td>• test reports</td>
</tr>
<tr>
<td></td>
<td>• job diaries</td>
</tr>
<tr>
<td></td>
<td>• instructions</td>
</tr>
<tr>
<td></td>
<td>• correspondence</td>
</tr>
<tr>
<td></td>
<td>• time-sheets</td>
</tr>
<tr>
<td></td>
<td>• accident reports</td>
</tr>
<tr>
<td></td>
<td>• costing sheets</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, the knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

- Demonstrated ability to use appropriate materials, construction methods and processes for the construction and maintenance of roads.
- Demonstrated ability to adhere to plans and specifications.
- Demonstrated ability to adhere to relevant occupational health and safety practices on site.
- Demonstrated ability to adhere to Australian standards, codes of practice and advisory standards.

Context of assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined in the Range Statement.
- Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.
- Assessment of the performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the Key Competency levels at the end of this unit.

Relationship to other units (prerequisite or co-requisite units)

- To enable holistic assessment this unit may be assessed with other units that form part of the job role.
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>The following assessment methods are suggested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• observation of the learner performing a range of workplace tasks over sufficient time to demonstrate his/her handling of a range of contingencies</td>
<td></td>
</tr>
<tr>
<td>• written and/or oral questioning to assess knowledge and understanding</td>
<td></td>
</tr>
<tr>
<td>• completing workplace documentation</td>
<td></td>
</tr>
<tr>
<td>• third party reports from experienced practitioner</td>
<td></td>
</tr>
<tr>
<td>• completion of self-paced learning materials including personal reflection and feedback from trainer/coach/supervisor.</td>
<td></td>
</tr>
</tbody>
</table>

### Evidence required for demonstration of consistent performance

* Evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

### Required knowledge:

* OH&S requirements
* construction and maintenance practices
* materials technology associate with roads construction and maintenance
* work scheduling, inspection, testing and monitoring
* work site traffic management
* monitoring and testing methods and procedures.

### Required skills:

* written and verbal communication skills
* reading and interpreting plans and specifications, plant and equipment capabilities and estimation of plant output
* civil works construction techniques and methods
* calculation of quantities
* trade specific skills related to work undertaken
* material testing.

### Resource implications

* The learner and the trainer should have access to appropriate documentation and resources normally used in the workplace.
**Key competencies**

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively.

Level (2) represents the competence to manage tasks.

Level (3) represents the competence to use concepts for evaluating the reshaping tasks.

<table>
<thead>
<tr>
<th>Key competency</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>1</td>
<td>work according to documented plans and work procedures</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>1</td>
<td>communicate work requirements to relevant staff and team</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>1</td>
<td>construct or maintain work activities according to plans and programs</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>1</td>
<td>work with others by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>1</td>
<td>measure and calculate quantities or compile spreadsheets</td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
<td>make adjustments to suit needs or respond to project plan contingencies and deliver project outcomes</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>use appropriate technology such as pre-test equipment in the performance of duties</td>
</tr>
</tbody>
</table>
**Unit Descriptor**

This unit addresses the knowledge and skills required to fit glass to residential windows and doors.

### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify work requirements</td>
<td>1.1 Work requirements in the form of type of glass and the method of fixing are identified from work instructions</td>
</tr>
<tr>
<td></td>
<td>1.2 Workplace health and safety requirements for glazing/reglazing of windows and doors, including personal protection needs, are observed throughout the work</td>
</tr>
<tr>
<td></td>
<td>1.3 The process for fitting glass to window and door frames is identified</td>
</tr>
<tr>
<td>2 Prepare for work</td>
<td>2.1 Work sequence is planned in a logical order to suit the job</td>
</tr>
<tr>
<td></td>
<td>2.2 Tools, equipment and materials (less glass and frames) are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition</td>
</tr>
<tr>
<td></td>
<td>2.3 Type of glass to be fitted and frames are selected to match:</td>
</tr>
<tr>
<td></td>
<td>- customer order</td>
</tr>
<tr>
<td></td>
<td>- existing glass type</td>
</tr>
<tr>
<td></td>
<td>- requirements for security, noise or light control</td>
</tr>
<tr>
<td></td>
<td>- Australian Standards</td>
</tr>
<tr>
<td></td>
<td>2.4 Glass is checked for type, size and imperfections</td>
</tr>
<tr>
<td></td>
<td>2.5 Glass fixing method is selected according to:</td>
</tr>
<tr>
<td></td>
<td>- specification</td>
</tr>
<tr>
<td></td>
<td>- type of glass and frame</td>
</tr>
<tr>
<td></td>
<td>- security requirements</td>
</tr>
<tr>
<td></td>
<td>- sealing methods</td>
</tr>
<tr>
<td></td>
<td>- Australian Standards</td>
</tr>
<tr>
<td></td>
<td>2.6 Frame condition is assessed to ensure suitability for glazing in accordance with customer order and Australian Standards. Defective frames are reported for repair or replacement in accordance with workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.7 Fixing and sealing materials are prepared by mixing or cutting to length as appropriate</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3</td>
<td>Identify site conditions and restraints</td>
</tr>
<tr>
<td></td>
<td>3.1 On-site difficulties are recognised and action taken to resolve in accordance with regulations and workplace requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Covering material is applied where necessary to protect existing fixtures and fittings</td>
</tr>
<tr>
<td></td>
<td>3.3 Special characteristics of the window or door which may affect the finished job are identified and corrective action taken</td>
</tr>
<tr>
<td>4</td>
<td>Perform glazing</td>
</tr>
<tr>
<td></td>
<td>4.1 Frame is prepared to receive glass by:</td>
</tr>
<tr>
<td></td>
<td>- checking size against specification</td>
</tr>
<tr>
<td></td>
<td>- removing remains of glass and any sealants</td>
</tr>
<tr>
<td></td>
<td>- cleaning</td>
</tr>
<tr>
<td></td>
<td>- surface preparation (if required)</td>
</tr>
<tr>
<td></td>
<td>4.2 Glass is fixed to the frame using the selected method and in accordance with recognised industry procedures and Australian Standards</td>
</tr>
<tr>
<td></td>
<td>4.3 Solvents and sealants are used in accordance with manufacturers’ recommendations and Australian Standards</td>
</tr>
<tr>
<td></td>
<td>4.4 Excess sealing material is removed</td>
</tr>
<tr>
<td></td>
<td>4.5 Glass and frame are cleaned after fixing</td>
</tr>
<tr>
<td>5</td>
<td>Complete work</td>
</tr>
<tr>
<td></td>
<td>5.1 Completed installation is checked to ensure compliance with customer requirements and specifications</td>
</tr>
<tr>
<td></td>
<td>5.2 Tools, equipment and materials are cleaned and stored following workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.3 Work area is cleaned and left in a safe condition and rubbish disposed of as appropriate</td>
</tr>
<tr>
<td></td>
<td>5.4 Waste and scrap materials are removed for disposal or recycling as required</td>
</tr>
<tr>
<td></td>
<td>5.5 Workplace documentation is completed in accordance with workplace requirements</td>
</tr>
</tbody>
</table>
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Glaze/reglaze**

- Involves the installation of glass to metal and/or timber doors, windows and other frames and reglazing of existing windows and doors

- Residential glazing/reglazing is confined to simple doors and windows and may include:
  - residential windows including fixed, sliding, casement, awning and double hung and louvres
  - residential doors including sliding, hinged, pivot and bi-fold

- Glazing or reglazing for non-residential situations is addressed in commercial and architectural/engineering AQF III units

**Types of glass**

- Types of glass may include but are not limited to: annealed glass, toughened glass, laminated glass, wired glass, tinted and heat reflective glass, coated glass and insulated glass units.

**Unit context**

- Work is carried out in accordance with statutory requirements, environment legislation, manual handling procedures and relevant regulations and organisation insurance requirements

- OH&S requirements may include legislation, standards, building codes, material safety management systems and local safe operating procedures

- Work requires individuals to demonstrate discretion, judgement and problem solving skills in the handling and installation of glass products

- Work may be performed in workplaces which are involved in on-site and off-site fabrication, installation and/or replacement of glass to commercial or residential windows, doors and other openings or to other frames
Range Statement

Tools and Equipment
- Tools and equipment are to include: tungsten wheel glass cutters, speed cutters, cutting lubricants, running pliers, straight edges and squares, tape measures, glass handling and lifting equipment, hackout knives, chisels, putty knives, sprig/diamond guns, vinyl cutters and rollers, pry bars, sealant guns, blade and phillips head screwdrivers, pop rivet guns, electric and pneumatic drills, rubber mallets, claw hammers, nail punches and PPE equipment

Materials
- Materials are to include but are not limited to: all forms of flat glass and acrylic glazing products, plastic, aluminium, steel, solid timber, gaskets, sealants, adhesives, glazing tapes and setting blocks

Glazing methods
- Methods of glazing may include: channel glazing, beaded glazing and double glazing

Personal protective equipment
- Personal protective equipment is to include that prescribed under legislation, regulation and enterprise policies and practices. It may include: gauntlets, gloves, safety glasses, hard hats, safety footwear, aprons and overalls

Information and procedures
- Workplace procedures relating to the glazing of simple windows and doorframes
- Australian Standards AS1288, 2208, 4667, 2047, 4666
- Equipment and material manufacturers’ specifications and operational procedures
- On-site procedures and regulations relating to the handling and movement of glass
- Work instructions, including job sheets, plans, drawings and designs
- Safety standards include personal protective equipment, OH&S regulations and enterprise requirements
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Interpret work order/job instruction and locate and apply relevant information to glaze/reglaze simple/complex windows and doors
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self and others
  - prevent damage to glass, frames, equipment and products
  - maintain required production output and product quality
- To complete a minimum of:
  - Glaze the following:
    - timber putty faced and beaded window sashes including fixed, sliding, double hung, casement and awning sashes
    - metal channel and beaded window sashes including fixed, sliding, double hung, casement and awning sashes
    - timber putty faced and beaded doors including fixed, sliding, hinged, pivot and bi-fold doors
    - metal channel and beaded doors including fixed, sliding, hinged, pivot and bi-fold doors
Evidence Guide

Critical Aspects of Evidence (continued)

- To include the following details for each:
  - select glass thickness and type in accordance with AS1288
  - calculate glazing clearance and cutting size
  - cut glass to AS4667 Quality requirements for cut to size and processed glass
  - select glazing tools, equipment, glazing sealants, vinyls and tapes
  - prepare working area
  - prepare glazing rebates and channels prior to installation
  - clean glass, tools, equipment and work area
  - calculate the cost of glass, glazing materials and labour

- Reglaze timber and metal windows and doors including
  - prepare work area and drop sheets
  - select reglazing tools and equipment
  - hack out/remove beads and glass safely from timber windows and doors
  - remove and disassemble metal window sashes and doors and remove glass safely
  - select glass thickness and type in accordance with AS1288
  - calculate glazing clearance and cutting size
  - cut glass to industry standards AS4667
  - select glazing tools, equipment, glazing sealants, vinyls and tapes
  - glaze timber and metal windows and doors
  - install sash cords, unique and spring balances on timber and metal double hung windows
  - clean glass, tools, equipment and work area

- Work effectively with others
- Modify activities to cater for variations in workplace contexts and environment
Evidence Guide

Underpinning Knowledge

• The qualities and characteristics of glass, including the hazards and handling requirements
• The techniques, methods, materials and process of glazing simple/complex window and door frames
• Workplace safety system requirements related to the glazing simple/complex window and door frames
• Relevant Australian Standards
• Workflow in relation to fitting glass
• Characteristics, purpose and operation of tools and equipment used in glazing simple/complex window and door frames
• Identification of equipment, processes and procedures

Underpinning Skills

• Information. Collect, organise and understand information related to work orders, basic plans, and safety procedures
• Communication. Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
• Planning. Plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
• Teamwork. Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
• Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate work requirements, optimise glass sizes for economical cutting and assemble required materials
• Solve problems. Use pre-checking and inspection techniques to plan work, avoiding reworking and wastage
• Use of technology. Use the limited workplace technology related to the glazing of simple window and door frames
Evidence Guide

Resource Implications

Frames, glass, fixing material, sealants, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Method of Assessment

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

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant glazing equipment, materials, work instructions and deadlines.

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

There are three levels available:

- Level 1 where work is within set conditions and process
- Level 2 where the management or facilitation of conditions or process is exercised; and
- Level 3 where the design and/or development of conditions or process is required

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>
MCMC410A Lead change in a manufacturing environment

Unit descriptor
This unit covers the knowledge and skills needed by people who are given the responsibility of leading change processes in a manufacturing organisation. The change may be occurring in manufacturing or in the support functions of maintenance, office, warehousing etc.

Competency field
MCM Change/interpersonal

Application of the competency
In a typical scenario, change from continuous improvement is a constant in a competitive manufacturing organisation. Change can however be more significant, for example, when the move to competitive manufacturing improvement processes are made, or at other times when significant changes such as the introduction of new products, processes or equipment are made. In these circumstances one or more individuals may have a particular role of leading the change and facilitating its implementation.

This unit assumes that consultation between management and workers and other relevant personnel has already occurred and the nature and extent of the change has been agreed. This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skill needed to identify real or potential change implementation issues including those that may need to be referred to formal consultation and/or dispute settlement procedures.

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<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| Define nature and impact of change | 1.1 Identify enterprise aims and objectives of the change  
1.2 Identify opportunities for implementation of change within team and production environment  
1.3 Determine impacts of change within team and production environment  
1.4 Develop a description of the change, including its potential benefits and impacts on own work and work of team members |
| Identify Key Performance Indicators(KPIs) | 2.1 Undertake liaison with managers, engineers and other staff responsible for designing and/or implementing change  
2.2 Identify Key Performance Indicators (KPIs) for own and team’s area of responsibility |
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<tr>
<td>2.3</td>
<td>Communicate Key Performance Indicators (KPIs) to all relevant stakeholders</td>
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<tr>
<td>2.4</td>
<td>Check that data collection and processing are appropriate for Key Performance Indicators (KPIs)</td>
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<td>2.5</td>
<td>Raise and resolve issues related to Key Performance Indicators (KPIs) with relevant personnel</td>
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<tr>
<td>3.1</td>
<td>Identify key stakeholders impacted by the change</td>
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<td>3.2</td>
<td>Communicate with key stakeholders within scope of authority</td>
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<tr>
<td>3.3</td>
<td>Identify and address <em>issues and concerns</em> of each stakeholder if within scope of authority</td>
</tr>
<tr>
<td>3.4</td>
<td>Develop and/or locate information required to address key concerns</td>
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<td>3.5</td>
<td>Refer issues and concerns outside of scope of authority to appropriate personnel</td>
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<tr>
<td>4.1</td>
<td>Develop a <em>work plan</em> including timetable, key performance indicators, training needs, occupational health and safety (OHS) implications, contingency plans, and responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change</td>
</tr>
<tr>
<td>4.2</td>
<td>Make information required to support change available to team members</td>
</tr>
<tr>
<td>4.3</td>
<td>Communicate/circulate draft work plan to team members, supervisors, technical experts and other appropriate personnel for comment</td>
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<tr>
<td>4.4</td>
<td>Assess suggested changes and incorporated into work plan where appropriate</td>
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<tr>
<td>5.1</td>
<td>Obtain authorisation to commence change implementation in accordance with enterprise procedures</td>
</tr>
<tr>
<td>5.2</td>
<td>Implement change in accordance with work plan and enterprise OHS and consultation procedures</td>
</tr>
<tr>
<td>6.1</td>
<td>Maintain open communication channels with all stakeholders during implementation</td>
</tr>
<tr>
<td>6.2</td>
<td>Monitor Key Performance Indicators (KPIs) during implementation</td>
</tr>
</tbody>
</table>
ELEMENT PERFORMANCE CRITERIA

6.3 Encourage and facilitate improvement suggestions of team members
6.4 Identify areas requiring improvement in change implementation
6.5 Make improvements to implementation according to enterprise procedures

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Competitive manufacturing** Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing
- agile manufacturing
- preventative and predictive maintenance approaches
- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.
- statistical process control systems including six sigma and three sigma
- Just in Time (JIT), kanban and other pull related manufacturing control systems
- supply, value, and demand chain monitoring and analysis
- other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise’s size and work organisation, culture, regulatory environment and manufacturing sector.

**Team** Team may include work teams from all sections of the organisation including production, maintenance, technical, administration/finance, sales/marketing.

**Change** The philosophy of continual improvement is that every process can and should be continually evaluated and
improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process.

Superimposed on this is the concept of breakthrough change when a large change/improvement is made which can shift the direction or operation of the organisation. Once such breakthrough change is the introduction of competitive manufacturing.

**Issues and concerns**

Issues and concerns may be communicated formally and informally and can include individual and group concerns as well as those expressed by and through industrial processes.

**Work plan**

A work plan can be written or informal but must include consideration of timetable, key performance indicators, training needs, OHS implications, contingency plans and responsibilities. The work plan must be capable of being coherently communicated to others.

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**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Overview of assessment requirements**

The competent person would be able to facilitate the implementation of change by effective communication with all relevant people and by facilitating improvements to the change.

**Specific evidence requirements**

**What critical aspects of evidence are required to demonstrate competency in this unit?**

Evidence of changes facilitated would be required.

**In what context should assessment occur?**

Assessment needs to occur in an organisation implementing a significant change either to, or in a competitive manufacturing environment or by a project.

**Are there any other units which could or should be assessed with this unit or which relate directly to this unit?**

This unit could be assessed concurrently with other team leader units dealing with change/improvement in the organisation.
### What method of assessment should apply?
Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

### What evidence is required for demonstration of consistent performance?
Evidence from one significant change may be sufficient. For less significant changes, a range of changes will be needed to generate sufficient evidence.

### What skills and knowledge are needed to achieve the performance criteria?
**Skills**
- communication techniques
- negotiation skills
- information finding and analysing/using skills
- teamwork.

**Knowledge**
- sufficient understanding of the process to contextualise the communication and understand the data requirements to produce the Key Performance Indicators (KPIs)
- project management
- motivational techniques.

### What are the specific resource requirements for this unit?
Access to an organisation implementing a significant change to or in competitive manufacturing.
MCMS200A Apply competitive manufacturing practices

Unit descriptor
This unit covers the skills needed to implement basic improvement practices within a competitive manufacturing organisation. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to manufacturing. It would typically be carried out working as part of a team.

Competency field
MCM Systems

Application of the competency
In a typical scenario, an organisation has embarked on the competitive manufacturing path. This requires certain critical skills and principles to be practised in order for competitive manufacturing to succeed. These skills are to be used within the scope of the person’s job and authority.

ELEMENT PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1 Focus on the basic competitive manufacturing concepts
   1.1 Identify **customers** and their needs/requirements
   1.2 Identify **suppliers**
   1.3 Identify value contributions along the chain
   1.4 Recommend methods of increasing own contribution to the value chain

2 Improve the product/process value
   2.1 Identify customer features/benefits in the product
   2.2 Identify items which contribute to those features/benefits
   2.3 Identify things which do not contribute to customer benefits/features
   2.4 Recommend methods of increasing features/benefits

3 Use competitive manufacturing **tools**
   3.1 Select appropriate tools for the job/process
   3.2 Apply the tool to the job/process
   3.3 Monitor the job/process and make adjustments to improve it in accordance with **procedures**
   3.4 Identify own skill requirements and seek skill development if required
RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Competitive manufacturing**

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing
- agile manufacturing
- preventative and predictive maintenance approaches
- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.
- statistical process control systems including six sigma and three sigma
- just in time, kanban and other pull related manufacturing control systems
- supply, value, and demand chain monitoring and analysis
- other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise’s size and work organisation, culture, regulatory environment and manufacturing sector.

**Customer**

Customer may be interpreted to be an internal customer, but typically the benefits to the final customer should be used as the basis for the identification of waste. The operator does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and features.

Supplier may be interpreted to be an internal supplier, but typically the external supplier and their abilities should be known. The operator does not need to interface directly with the external supplier, but should be provided with sufficient information to enable them to identify supplier abilities.
Tools

Tools are used in this unit to mean the tools of competitive manufacturing such as 5S, 6σ, continuous improvement, cause effect diagrams, etc.

Procedures

Procedures include all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form.

For the purposes of this Training Package, ‘procedures’ also includes good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP), Responsible Care) and government regulations.

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment requirements

The person will work effectively in a competitive manufacturing environment, making continual positive contributions to the improvement of the business within the scope of their job.

Specific evidence requirements

What critical aspects of evidence are required to demonstrate competency in this unit?

There should be evidence of the person’s contribution to the value chain and willing application of competitive manufacturing to their job.

In what context should assessment occur?

Assessment should occur in an organisation implementing competitive manufacturing.

Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit is related to all other units at this level in that it is the general implementation of competitive manufacturing. It could be assessed concurrently with any unit dealing with the tools of competitive manufacturing.

This unit is related to:

- MCMS400A Implement a competitive manufacturing system which covers the intermediate skill levels in CMI.
### What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

### What evidence is required for demonstration of consistent performance?

This should be a routine part of the operator’s job and there should be evidence that these skills are practised routinely.

### What skills and knowledge are needed to achieve the performance criteria?

**Skills**
- analysis
- communication
- planning
- teamwork
- problem solving.

**Knowledge**
- the customers and the benefits they derive from the products
- the suppliers and their capabilities
- product waste
- relevant tools for their job and how to apply them
- factors impacting on the product, process and waste, particularly those wholly or partially under their control (and how to control them).

### What are the specific resource requirements for this unit?

Access is required to an organisation implementing competitive manufacturing.
MCMS400A Implement a competitive manufacturing system

Unit descriptor
This unit covers the knowledge and skills needed to implement competitive manufacturing practices. Generally, five areas drive competitive manufacturing: cost, quality, delivery, safety/environment, and morale. In a competitive manufacturing company systems will need to be implemented which drive continuous improvement in all these areas, without one area competing unduly with another.

Competency field MCM Systems

Application of the competency
In a typical scenario, team performance is continually reviewed against the five key areas and in liaison with other relevant people, and with the support of technical support staff, improvements in these five key areas are developed and implemented. Whereas other units may emphasise the competence to use one or more tools, this unit emphasises the ability to advance on all five key areas over a moderate time period.

ELEMENT PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1 Optimise the manufacturing system

1.1 Apply competitive manufacturing practices to maximise health, safety and environment performance
1.2 Apply competitive manufacturing practices to maximise quality consistency
1.3 Apply competitive manufacturing practices to maximise performance by team members
1.4 Apply competitive manufacturing practices to maximise customer benefit/cost ratio
1.5 Apply competitive manufacturing practices to reduce lead time to delivery within the scope of the team’s authority and responsibility
1.6 Negotiate with relevant stakeholders to resolve conflicts which arise
1.7 Select improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors
ELEMENT PERFORMANCE CRITERIA

2 Implement improvements

2.1 Implement the chosen improvement/s

2.2 Check the selected improvements improve the system as a whole and do not result in unintended consequences

2.3 Monitor implementation and make adjustments as required.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Competitive manufacturing**

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing
- agile manufacturing
- preventative and predictive maintenance approaches
- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.
- statistical process control systems including six sigma and three sigma
- Just in Time (JIT), kanban and other pull related manufacturing control systems
- supply, value, and demand chain monitoring and analysis
- other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise’s size and work organisation, culture, regulatory environment and manufacturing sector.

**Tools**

Tools is used in this unit to mean the tools of competitive manufacturing such as 5S, 6 sigma, continuous improvement, cause effect diagrams, etc.

**Customer**

Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all
 tiers of the value chain (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.

Customer may be interpreted to be an internal customer, but typically the benefits to the final customer should be used as the basis for the identification of waste. The operator does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and features.

Supplier may be interpreted to be an internal supplier, but typically the external supplier and their abilities should be known. The operator does not need to interface directly with the external supplier, but should be provided with sufficient information to enable them to identify supplier abilities.

System

A competitive manufacturing system is that holistic combination of the process, plant and equipment, procedures and practices including the skills and work organisation of the workforce which make up the productive organisation.

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment requirements

The person should be able to continuously make improvements to all key aspects of their team/process and any change made should be of benefit to the system as a whole.

Specific evidence requirements

| What critical aspects of evidence are required to demonstrate competency in this unit? | Evidence of the implementation of the competitive manufacturing system and the improvements made to product, process and team. |
| In what context should assessment occur? | Assessment needs to occur in an organisation implementing competitive manufacturing or using a suitable project. |
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit may be assessed concurrently with a unit on continuous improvement and or units on the use of competitive manufacturing tools.

This unit is related to:
- MCMS200A Apply competitive manufacturing practices which covers the lower skill level aspects of this competency.

What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Evidence will generally come from the routine implementation of competitive manufacturing and the routine continuous improvements which flow from this. As such evidence from a range of improvements is necessary.

What skills and knowledge are needed to achieve the performance criteria?

Skills
- communication
- interpersonal relationships
- prioritising
- mathematics
- statistics
- analysing
- conducting root cause analysis
- problem solving.
Knowledge

- the customers and the benefits they derive from the products
- cost components and their relationship to customer benefits/features
- the suppliers and their capabilities
- product waste
- factors causing variability in a product and how to control them
- relevant tools for their job and how to apply them
- factors impacting on the product, process and waste, particularly those wholly or partially under their control (and how to control them)
- good health safety and environment (HSE) practice and factors impacting on HSE performance
- morale and how to improve it
- optimisation techniques appropriate to the organisation and the job
- application of quality standards and processes.

What are the specific resource requirements for this unit?

Access to an organisation implementing competitive manufacturing.
MCMS600A Develop a competitive manufacturing system

Unit descriptor
This unit covers the knowledge and skills required to develop a new competitive manufacturing system or make improvements to an existing system.

Competency field
MCM Systems

Application of the competency
In a typical scenario, the person (who may be a manager, technical specialist or similar) in a competitive manufacturing organisation, or an organisation wishing to embark on the competitive manufacturing path, needs to be able to analyse the needs of the organisation and lead them through a change process and down the competitive manufacturing path.

This would typically be done in a team, or at least in close liaison with all relevant stakeholders.

ELEMENT PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1  Determine appropriate analytical techniques
   1.1 Liaise with key stakeholders to determine objectives of manufacturing strategy
   1.2 Examine current manufacturing situation to determine major areas requiring improvement
   1.3 Compare possible strategies, techniques and tools against organisation needs
   1.4 Select possible strategies, techniques and tools
   1.5 Consult with key stakeholders to confirm selected strategies, techniques and tools

2  Develop competitive manufacturing strategies
   2.1 Estimate benefit/cost ratio for major stakeholders and the value chain overall
   2.2 Select preferred manufacturing strategy
   2.3 Examine and adapt strategy to organisation needs and priorities
   2.4 Examine and adapt techniques and tools required to implement strategy
   2.5 Negotiate with key stakeholders to develop an implementation plan
   2.6 Identify key information and performance indicators required
### ELEMENT PERFORMANCE CRITERIA

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<td>Implement strategy</td>
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<td>3.2</td>
<td>Identify methods of collecting and processing required data</td>
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<tr>
<td>3.3</td>
<td>Identify hardware and other resources required</td>
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<td>3.4</td>
<td>Ensure all resources/training are available and completed</td>
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<td>3.5</td>
<td>Implement strategy</td>
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<td>4</td>
<td>Monitor implementation of strategy</td>
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<tr>
<td>4.1</td>
<td>Compare information/performance indicators with desired levels</td>
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<tr>
<td>4.2</td>
<td>Liaise with key stakeholders regarding strategy issues</td>
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<td>4.3</td>
<td>Identify areas requiring adjustment</td>
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<td>4.4</td>
<td>Make required adjustments</td>
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### RANGE STATEMENT

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**Competitive manufacturing**

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing
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- statistical process control systems including six sigma and three sigma
- Just in Time (JIT), kanban and other pull related manufacturing control systems
- supply, value, and demand chain monitoring and analysis
- other continuous improvement systems.
Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise’s size and work organisation, culture, regulatory environment and manufacturing sector.

**Strategy**
There are many approaches used to embarking on competitive manufacturing. Successful organisations select an appropriate array of techniques and tools and formulate a strategy for their implementation.

**Techniques and tools**
There are many techniques and tools used to implement a competitive manufacturing strategy such as 5S, six sigma, root cause analysis etc.

**Value chain**
Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.

**System**
A competitive manufacturing system is that holistic combination of the process, plant and equipment, procedures and practices including the skills and work organisation of the workforce which make up the productive organisation.

### EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

#### Overview of assessment requirements
The person will be able to conceptualise scenarios, determine which ones are of sufficient benefit to proceed with, and take their team with them.

#### Specific evidence requirements

| What critical aspects of evidence are required to demonstrate competency in this unit? | Evidence of scenarios developed and implemented (and/or rejected for valid reasons) which have had a positive impact on the entire value chain should be available. |
In what context should assessment occur?

Assessment needs to occur in an organisation following competitive manufacturing.

Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit could be assessed concurrently with other relevant units to do with change in the competitive manufacturing environment.

This unit is related to:

- MCMC210A Manage the impact of change on own work which covers individual impact aspects in CMI.

What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Generally evidence will come from a range of scenarios and the improvements which flow.

What skills and knowledge are needed to achieve the performance criteria?

Skills

- communication
- teamwork
- analysis
- problem solving
- mathematics
- planning
- computer use
- prioritising
- recording data.
Knowledge

- overview of competitive manufacturing principles and the decision rules for selecting the appropriate tools to use and place to start
- methods of estimating costs/benefits
- acceptable benefit/cost ratios
- continuous improvement principles
- principles of motivation and leadership
- systems thinking
- characteristics and strengths of different types of strategies, techniques and tools such as 5S, JIT, 6 sigma, lean manufacturing, agile manufacturing etc
- business goals sufficient to match the strategy to the business needs
- strategic thinking
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them.

What are the specific resource requirements for this unit?

Access to an organisation using competitive manufacturing.
MCMS603A Develop manufacturing related business plans

**Unit descriptor**
This unit covers the knowledge and skills needed to develop business plans in a **competitive manufacturing** environment.

**Competency field**
MCM Systems

**Application of the competency**
In a typical scenario, the person (who may be a production/plant manager, purchasing/technical officer or similar) is required to develop a section business plan to meet the requirements of the overall strategic plan of the organisation. The plan includes the impact on the value chain and other critical competitive manufacturing factors. Due competitive pressures in manufacturing, this may be a reasonably frequent activity and can occur at any time over the business cycle. The plan may be in response to a specific change, or it may be a plan for the next period.

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1 **Determine purpose of plan**

1.1 Confirm reason for developing plan and expected outcomes from plan

1.2 Confirm purpose of plan with all relevant stakeholders

1.3 Check expected outcomes from plan with overall strategic plan for organisation

1.4 Identify any potential areas for conflict between proposed plan and strategic directions

1.5 Negotiate with relevant stakeholders to resolve issues

2 **Develop objectives and strategies**

2.1 Draft **objectives** for business plan

2.2 Draft strategies to achieve these objectives

2.3 Determine implications for value chain

2.4 Determine capital or workplace layout/organisation implications for **objectives and strategies**

3 **Develop plans to meet objectives and strategies**

3.1 Negotiate with **relevant stakeholders** over implications for objectives and strategies

3.2 In liaison with relevant stakeholders, develop plans to meet objectives
ELEMENT PERFORMANCE CRITERIA

3.3 Determine relevant Key Performance Indicators (KPIs) for plan
3.4 Check Key Performance Indicators (KPIs) are appropriate for purpose of plan
3.5 Check plan will deliver planned purpose
3.6 Map plan to changed value chain
3.7 Adjust plan to optimise value chain
3.8 Validate plan with relevant stakeholders

4 Monitor the implementation of the plan
4.1 Release plan for implementation
4.2 Check the key progress points against the key stages of the plan
4.3 Note any discrepancies
4.4 Take appropriate action to ensure correct implementation of plan

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Competitive manufacturing**

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing
- agile manufacturing
- preventative and predictive maintenance approaches
- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.
- statistical process control systems including six sigma and three sigma
- Just in Time (JIT), kanban and other pull related manufacturing control systems
- supply, value, and demand chain monitoring and analysis
• other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise’s size and work organisation, culture, regulatory environment and manufacturing sector.

**Plan**

Plan may include any sort of business plan and may emphasise any of the areas for sub-plans over the others.

**Objectives**

Objectives may include:

- quality
- occupational health and safety (OHS)
- environment
- competitive manufacturing practices
- human, physical, financial and environmental/resource.

**Objectives and strategies**

Objectives and strategies may include:

- human and industrial relations
- material/component and resources
- sustainable environmental practices
- sales and marketing
- financial.

**Relevant stakeholders**

Relevant stakeholders may include:

- other team members
- other workers
- management
- technical specialists
- other members of the value chain.
# EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## Overview of assessment requirements

The person will be able to develop a plan which successfully delivers the plans objectives.

### Specific evidence requirements

<table>
<thead>
<tr>
<th>What critical aspects of evidence are required to demonstrate competency in this unit?</th>
<th>Evidence of having developed a plan which meets its objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what context should assessment occur?</td>
<td>Assessment will need to occur in a competitive manufacturing organisation and where the individual is undertaking business planning or by project or case study.</td>
</tr>
<tr>
<td>Are there any other units which could or should be assessed with this unit or which relate directly to this unit?</td>
<td>This unit may be assessed concurrently with appropriate units.</td>
</tr>
<tr>
<td>What method of assessment should apply?</td>
<td>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.</td>
</tr>
</tbody>
</table>
### What evidence is required for demonstration of consistent performance?

Evidence from one significant plan should be sufficient, or alternatively from several smaller business plans.

### What skills and knowledge are needed to achieve the performance criteria?

#### Skills
- planning
- communication
- negotiating
- prioritising
- numeracy/calculation
- problem solving
- organising information.

#### Knowledge
- knowledge of organisation strategic directions
- planning methods and types of plans
- contingency planning and other risk mitigating planning tools
- the organisation’s value chain
- analysis of value chain
- competitive manufacturing practices
- application of quality principles
- human resources and Industrial Relations
- OHS.

### What are the specific resource requirements for this unit?

Access to a workplace implementing competitive manufacturing strategies is required. No other specific resources are required.
MCMT460A Facilitate the use of planning software systems in manufacturing

**Unit descriptor**
This unit covers the knowledge and skills required by a team leader or technical expert to use and facilitate the use of planning software systems (known by various names such as ERP, SAP and MRP). This unit also covers the interactions of the person with a planning software system as they both use it for their own work and support their team members use it.

**Competency field**
MCM Tools

**Application of the competency**
In a typical scenario, an organisation will be using planning software. The person will access the planning software system for their own work, but will also need to provide support and organise skill development programs for their team members. The planning software system will be a routine part of their work life.

This unit has the prerequisite of:

*MCMT260A Use planning software systems in manufacturing.*

**ELEMENT**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <em>bold italicised</em> text is used, further information is detailed in the required skills and knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.</td>
</tr>
</tbody>
</table>
| 1 Communicate using the planning software system | 1.1 Send and receive information using planning software  
1.2 Send and receive messages using planning software  |
| 2 Make decisions using planning software | 2.1 Interrogate the planning software system to find required current, historical or predicted information  
2.2 Take actions appropriate to the information in accordance with procedures  |
| 3 Monitor the use of planning software | 3.1 Routinely monitor planning software information and use along the *value chain*  
3.2 Review performance and use of planning software with team  |
| 4 Support team use planning software | 4.1 Regularly communicate with team, both using planning software and face to face  
4.2 Identify improvements required  
4.3 Take appropriate actions to implement improvements  |
RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Planning software**

Planning software is a general term applied to a number of software systems which integrate a range of business information such as finance, logistics, maintenance and production. It is frequently referred to by names such as ERP, SAP or MRP/MRPII. In some cases it can be integrated with engineering applications such as Systems Control and Data Acquisition (SCADA) systems. In such cases MCMT261A Use SCADA systems in manufacturing may also be required.

Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly ‘competitive’ system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire ‘enterprise’ in its planning.

**Value chain**

Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly ‘competitive’ system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire ‘enterprise’ in its planning.
**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Overview of assessment requirements**

The person will need to be able to demonstrate an ability to understand and apply planning software to a work location or area and send, receive and interpret process and production data for that area. They should also be able to assist others in the use of the planning software system. Software editing is not required for this unit but the ability to recognise and suggest application improvements is required.

**Specific evidence requirements**

<table>
<thead>
<tr>
<th>What critical aspects of evidence are required to demonstrate competency in this unit?</th>
<th>Evidence of competent use of planning software and also of assisting their team to use it effectively and efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what context should assessment occur?</td>
<td>Assessment will need to occur on an organisation using planning software or simulation software.</td>
</tr>
<tr>
<td>Are there any other units which could or should be assessed with this unit or which relate directly to this unit?</td>
<td>This unit may be assessed concurrently with other relevant units. This unit covers the intermediate skill levels in CMI for planning software. MCMT260A Use planning software systems in manufacturing and MCMT660A Develop the application of enterprise systems in manufacturing cover the lowest and highest skill levels respectively. <strong>MCMT260A Use planning software systems in manufacturing</strong> is specified as a prerequisite, and should be applied to the person’s own job.</td>
</tr>
</tbody>
</table>
### What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

### What evidence is required for demonstration of consistent performance?

Evidence of routine use over an extended period should be available. Planning software systems will typically log all interactions with it. Interrogation of the planning software system will therefore provide evidence of the operator’s use of it. Actions taken may also be accessible from the planning software system itself, or may need other evidence available from the process.

### What skills and knowledge are needed to achieve the performance criteria?

**Skills**

- keyboarding/mousing
- communication
- teamwork
- problem solving.

**Knowledge**

- hierarchy of planning software system and operation
- information available from/through the planning software system
- facilities and information offered by planning software
- support/training/skill development mechanisms available for access by team members.

### What are the specific resource requirements for this unit?

Access to an organisation using planning software.
MEM5.4AB Perform routine oxyacetylene welding

Band – Specialisation band A  Field – Fabrication  Unit Weight  2

Element  5.4A.1  Prepare materials for welding

Criteria  5.4A.1.1
Weld requirements are determined in accordance with job specifications.

Assessor guide: observe that – All appropriate specifications and drawings are obtained in accordance with work site procedures.

Assessor guide: confirm that – The weld requirements can be identified. The weld specifications can be identified. The location and size of welds can be identified.

Criteria  5.4A.1.2
Material is cleaned and prepared using appropriate tools and techniques in accordance with standard operating procedures.

Assessor guide: observe that – The materials to be welded are cleaned and prepared using appropriate tools and techniques in accordance with standard operating procedures.

Assessor guide: confirm that – The materials preparation required prior to welding can be identified. The tools and techniques appropriate to the preparation of materials to be welded can be identified.

Element  5.4A.2  Assemble and set up welding equipment

Criteria  5.4A.2.1
Welding equipment including cylinders and regulators are assembled and set up safely and correctly in accordance with standard operating procedures.

Assessor guide: observe that – The welding equipment is correctly assembled and set up in accordance with standard operating procedures.

Assessor guide: confirm that – The procedures for assembling and setting up oxyacetylene/fuel gas welding equipment can be given. The safety precautions to be taken when assembling and setting up oxyacetylene/fuel gas welding equipment can be identified.
Element 5.4A.3  Select welding equipment, settings, and consumables

Criteria  5.4A.3.1
Welding tips, settings and consumables selected against job requirements, welding procedures, in accordance with standard operating procedures.  

Assessor guide: observe that – The appropriate oxygen and acetylene (or appropriate fuel gas) settings are set in accordance with standard operating procedures.

Assessor guide: confirm that – The appropriate settings for the given task and the selected welding tips and consumables can be identified. The application of a variety of filler rods and fluxes can be given. The appropriate filler rod and flux for the given task can be identified. The reasons for selecting the chosen welding tip, filler rod and flux can be given.

Element 5.4A.4  Perform routine welding using fuel gas process

Criteria  5.4A.4.1
Weld undertaken safely and to prescribed procedure.  

Assessor guide: observe that – All welds are performed safely and in accordance with standard operating procedure.

Assessor guide: confirm that – The hazards associated with welding processes can be identified. Appropriate personal protection equipment and its function can be identified. The appropriate ventilation/extraction requirements can be identified.

Criteria  5.4A.4.2
Welds cleaned in accordance with standard operating procedures.

Assessor guide: observe that – All welds are cleaned in accordance with specifications and standard operating procedures.

Assessor guide: confirm that – The weld cleaning requirements can be identified. The appropriate tools/equipment for cleaning welds can be identified.
Range statement
Oxy acetylene welding (OAW) in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards or equivalent codes, and/or licensing requirements. The term "oxy-acetylene" is used here to describe a range of fuel gases, including acetylene, LPG, hydrogen etc. The person would work autonomously or within a team environment using predetermined standards of quality, safety, work and welding procedures. Materials welded may include low carbon steel, cast iron, etc. Preparation of materials would be minimal and include preheating, setting up jigs, fixtures, clamps, etc. Setting up may include the correct connection of hoses, blowpipes, regulators, etc., and correct settings of gas mixtures.

Evidence guide

Assessment context
This unit may be assessed on the job, off the job or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will be provided with: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference materials. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with routine oxyacetylene welding (fuel gas welding) or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Special notes
During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.
MEM5.49AB Perform routine gas tungsten arc welding

<table>
<thead>
<tr>
<th>Element 5.49A.1</th>
<th>Identify weld requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 5.49A.1.1</td>
<td>Weld requirements are identified from job instructions.</td>
</tr>
<tr>
<td>Assessor guide: observe that – Appropriate instructions, specifications and drawings are obtained and weld requirements identified in accordance with work site procedures.</td>
<td></td>
</tr>
<tr>
<td>Assessor guide: confirm that – The weld requirements for performing routine GTAW can be given.</td>
<td></td>
</tr>
<tr>
<td>Criteria 5.49A.1.2</td>
<td>Location of welds are identified in accordance with standard operating procedures and job specifications.</td>
</tr>
<tr>
<td>Assessor guide: observe that – Location of required weld/s identified for given tasks.</td>
<td></td>
</tr>
<tr>
<td>Assessor guide: confirm that – Location of weld can be determined from standard operating procedures and job specifications.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 5.49A.2</th>
<th>Prepare materials for welding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 5.49A.2.1</td>
<td>Materials are cleaned and prepared ready for welding.</td>
</tr>
<tr>
<td>Assessor guide: observe that – The materials to be welded are cleaned and prepared using appropriate tools and techniques.</td>
<td></td>
</tr>
<tr>
<td>Assessor guide: confirm that – The materials preparation required prior to welding can be identified. The tools and techniques appropriate to the preparation of materials to be welded can be identified.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 5.49A.3</th>
<th>Prepare equipment for welding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 5.49A.3.1</td>
<td>Welding equipment is set up correctly.</td>
</tr>
<tr>
<td>Assessor guide: observe that – The welding leads, gas regulators and hoses are correctly attached. Correct electrode and gas types for current use are selected.</td>
<td></td>
</tr>
<tr>
<td>Assessor guide: confirm that – Different current types and examples of application can be given. Machine controls and their functions can be identified and explained.</td>
<td></td>
</tr>
<tr>
<td>Criteria 5.49A.3.2</td>
<td>Settings and consumables are selected to suit application.</td>
</tr>
<tr>
<td>Assessor guide: observe that – Correct gas flow rate is set. The welding machine is set for the electrode diameter to produce the weld required. The range of variables is appropriate for the weld required. Appropriate current range for electrode diameter is set.</td>
<td></td>
</tr>
<tr>
<td>Assessor guide: confirm that – Different current settings for electrode diameter and current types can be given.</td>
<td></td>
</tr>
</tbody>
</table>
Element 5.49A.4 Perform routine welding using GTAW

<table>
<thead>
<tr>
<th>Criteria 5.49A.4.1</th>
<th>Assessor guide: observe that – All welds are performed in a safe manner with regard to the operator and other personnel. Precautions are taken to protect the welder and other personnel from hazards associated with welding process.</th>
<th>Assessor guide: confirm that – Safe welding practices and precautions can be given. Typical hazards can be identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe welding practices are applied.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 5.49A.4.2</th>
<th>Assessor guide: observe that – Welds are produced with a minimum number of major defects. Appropriate action taken to report defects. Cause of major defects identified and required adjustments to settings/welding technique identified.</th>
<th>Assessor guide: confirm that – Major defects and their causes relating to GTAW can be given.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials are welded to job requirements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 5.49A.4.3</th>
<th>Assessor guide: observe that – All welds are cleaned to specification. Standard operating procedures are followed, where applicable.</th>
<th>Assessor guide: confirm that – The weld cleaning requirements can be identified. The appropriate tools/equipment for cleaning welds can be identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welds cleaned in accordance with standard operating procedures.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Range statement
Routine GTAW in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards or other welding codes, Occupational Health and Safety regulations relating to certificated/coded welding and/or licensing requirements. Fillet and butt welds in all positions would typically be performed on low carbon/mild steels. Weld preparation would be minimal and generally restricted to cleaning, using files and grinders. In circumstances where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, Occupational Health and Safety regulations and/or licensing requirements Unit 5.19A (Weld using gas tungsten arc welding process) should be selected.

Evidence guide
Assessment context
This unit may be assessed on the job, off the job or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will have access to: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference manuals. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with routine gas tungsten arc welding or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Special notes
During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable time frames relating to typical workplace activities.
### MEM5.50AA Perform routine gas metal arc welding

**Band** – Specialisation band A  
**Field** – Fabrication  
**Unit Weight** – 2

#### Element 5.50A.1 Identify weld requirements

| Criteria 5.50A.1.1 |  
|-------------------|---|
| weld requirements are identified from job instructions. |  

**Assessor guide:** observe that – Appropriate instructions, specifications and drawings are obtained and weld requirements identified in accordance with work site procedures.  

**Assessor guide:** confirm that – The weld requirements for performing routine GMAW can be given.

| Criteria 5.50A.1.2 |  
|-------------------|---|
| location of welds are identified in accordance with standard operating procedures and job specifications. |  

**Assessor guide:** observe that – Location of required weld/s identified for given tasks.  

**Assessor guide:** confirm that – Location of weld can be determined from standard operating procedures and job specifications.

#### Element 5.50A.2 Prepare materials for welding

| Criteria 5.50A.2.1 |  
|-------------------|---|
| materials are cleaned and prepared ready for welding. |  

**Assessor guide:** observe that – The materials to be welded are cleaned and prepared using appropriate tools and techniques.  

**Assessor guide:** confirm that – The materials preparation required prior to welding can be identified. The tools and techniques appropriate to the preparation of materials to be welded can be identified.

#### Element 5.50A.3 Prepare equipment for welding

| Criteria 5.50A.3.1 |  
|-------------------|---|
| welding equipment is set up correctly. |  

**Assessor guide:** observe that – The welding leads, gas regulators and hoses are correctly attached. Clean and correct liner and contact tip selected.  

**Assessor guide:** confirm that – Different liners and tips can be given to suit typical situations. Machine controls and their functions can be identified and explained.
**Criteria 5.50A.3.2**
Settings and consumables are selected to suit

*Assessor guide: observe that* –
Correct gas flow rate is set. The welding machine is set for the electrode wire diameter to produce the weld required. The range of variables is appropriate for the weld required. Appropriate current and voltage range for the weld required are set.

*Assessor guide: confirm that* –
Different current & voltage settings, gas flow rates wire diameters and other variables can be given to suit typical situations.

**Element 5.50A.4 Perform routine welding using GMAW**

**Criteria 5.50A.4.1**
Safe welding practices are applied.

*Assessor guide: observe that* –
All welds are performed in a safe manner with regard to the operator and other personnel. Precautions are taken to protect the welder and other personnel from hazards associated with welding process.

*Assessor guide: confirm that* –
Safe welding practices and precautions can be given. Typical hazards can be identified.

**Criteria 5.50A.4.2**
Materials are welded to job requirements.

*Assessor guide: observe that* –
Welds are produced with a minimum number of major defects. Appropriate action taken to report defects. Cause of major defects identified and required adjustments to settings/ welding technique identified.

*Assessor guide: confirm that* –
Major defects and their causes relating to GMAW can be given.

**Criteria 5.50A.4.3**
Welds cleaned in accordance with standard operating procedures.

*Assessor guide: observe that* –
All welds are cleaned to specification. Standard operating procedures are followed, where applicable.

*Assessor guide: confirm that* –
The weld cleaning requirements can be identified. The appropriate tools/equipment for cleaning welds can be identified.
Range statement
Routine GMAW in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards or other welding codes, Occupational Health and Safety regulations relating to certificatedcoded welding and/or licensing requirements. Fillet and butt welds in all positions would typically be performed on low carbon/mild steels. Weld preparation would be minimal and generally restricted to cleaning, using files and grinders. In circumstances where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, Occupational Health and Safety regulations and/or licensing requirements Unit 5.17A (Weld using gas metal arc welding process) should be selected.

Evidence guide

Assessment context
This unit may be assessed on the job, off the job or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will have access to: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference manuals. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with routine gas metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Special notes
During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable time frames relating to typical workplace activities.
MEM5.6AA Perform brazing and/or silver soldering

Band – Specialisation band A
Field – Fabrication
Unit Weight 2

Element 5.6A.1 Prepare materials and equipment

Criteria 5.6A.1.1
Job requirements determined from specifications and/or instructions.
Assessor guide: observe that – All relevant drawings, specifications and instructions are obtained in accordance with workplace procedures.
Assessor guide: confirm that – The brazing/silver soldering requirements can be identified. The specifications of the joint to be brazed/silver soldered can be identified. The location and size of the joint to be brazed/silver soldered can be identified.

Criteria 5.6A.1.2
Materials correctly prepared using appropriate tools and techniques.
Assessor guide: observe that – The materials to be brazed/silver soldered are cleaned and prepared using appropriate tools and techniques in accordance with standard operating procedures.
Assessor guide: confirm that – The materials preparation required prior to brazing/silver soldering can be identified. The tools and techniques appropriate to the preparation of materials to be brazed/silver soldered can be identified.

Criteria 5.6A.1.3
Materials correctly assembled/aligned to meet specifications as required.
Assessor guide: observe that – The materials to be brazed/silver soldered are assembled/aligned to specification in accordance with standard operating procedures.
Assessor guide: confirm that – The method of assembling/aligning the materials to be brazed/silver soldered can be identified. The reasons for selecting the chosen method of assembly/alignment can be given.
### Criteria 5.6A.1.4
Distortion prevention measures identified and appropriate action taken as required.

**Assessor guide:** observe that –

**Assessor guide:** confirm that –
The procedures for minimising distortion of the materials being brazed/silver soldered can be given. The action to be taken to minimise distortion during the brazing/silver soldering process can be identified. The reasons for selecting the chosen action can be given.

### Criteria 5.6A.1.5
Heating equipment assembled and set up safely and correctly in accordance with standard operating procedures.

**Assessor guide:** observe that –
The heating equipment is correctly and safely assembled and set up in accordance with standard operating procedures.

**Assessor guide:** confirm that –
The appropriate heating equipment for the given task can be identified. The procedures for assembling and setting up the chosen heating equipment can be given. The reasons for selecting the chosen heating equipment can be given. The safety precautions to be taken when assembling and setting up the heating equipment can be identified.

### Criteria 5.6A.1.6
Correct and appropriate consumables selected and prepared.

**Assessor guide:** observe that –

**Assessor guide:** confirm that –
The appropriate consumables for the brazing/silver soldering process can be identified. The reasons for selecting the chosen consumables can be given.

### Criteria 5.6A.1.7
Test run undertaken and verified as required.

**Assessor guide:** observe that –
Where appropriate, a test run is undertaken and checked for conformance to specifications in accordance with standard operating procedures.

**Assessor guide:** confirm that –
The reasons for undertaking test runs can be explained. The procedures for checking test runs against specifications can be given. The tools, equipment and techniques to be used in checking test runs for conformance with specifications can be identified.
## Element 5.6A.2  Braze and/or silver solder

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5.6A.2.1</th>
<th>Assessor guide: observe that – Correct and appropriate process selected to meet specifications.</th>
<th>Assessor guide: confirm that – Typical applications of brazing and silver soldering processes can be given. The most appropriate process for the given task can be identified. The reasons for selecting the chosen process can be given.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>5.6A.2.2</td>
<td>Materials preheated as required.</td>
<td>Assessor guide: observe that – The materials to be joined are preheated in accordance with standard operating procedures.</td>
</tr>
<tr>
<td>Criteria</td>
<td>5.6A.2.3</td>
<td>Consumables applied using correct and appropriate techniques.</td>
<td>Assessor guide: observe that – The jointing material and flux are applied to the joint using correct and appropriate techniques in accordance with standard operating procedures.</td>
</tr>
<tr>
<td>Criteria</td>
<td>5.6A.2.4</td>
<td>Jointing material applied correctly and in appropriate quantities to meet job/specifications.</td>
<td>Assessor guide: observe that – The jointing material is applied correctly and in appropriate quantities to conform to specifications.</td>
</tr>
<tr>
<td>Criteria</td>
<td>5.6A.2.5</td>
<td>Material temperatures normalised using correct and appropriate techniques.</td>
<td>Assessor guide: observe that – The temperatures of the jointed materials are normalised using correct and appropriate techniques in accordance with standard operating procedures.</td>
</tr>
</tbody>
</table>
## Element 5.6A.3 Inspect joints

### Criteria 5.6A.3.1
Excess jointing materials removed using correct and appropriate techniques.

**Assessor guide:** observe that – Where appropriate, excess jointing materials are removed using correct and appropriate techniques.

**Assessor guide:** confirm that – The procedures for removing excess jointing material can be given. The tools and techniques to be used to remove excess jointing materials can be identified.

### Criteria 5.6A.3.2
Inspection of joints undertaken to standard operating procedures.

**Assessor guide:** observe that – The brazed/silver soldered joint is inspected for conformance to specifications in accordance with standard operating procedures.

**Assessor guide:** confirm that – The procedures for inspecting brazed/silver soldered joints can be given. The equipment and techniques to be used to inspect the joint for conformance to specifications can be identified.

### Criteria 5.6A.3.3
Inspection results reported/recorded using standard operating procedures as required.

**Assessor guide:** observe that – Where appropriate, the inspection results are reported/recorded in accordance with standard operating procedures.

**Assessor guide:** confirm that – The procedures for recording/reporting the inspection results can be given.
Range statement
Work undertaken in a production or maintenance environment using predetermined standards of quality, safety and work procedures. Work may be undertaken autonomously or within a team environment. Heating medium can include oxyacetylene and fuel gas. Correct and appropriate consumables may include fluxes (resin or powder), all types of silver solder and brazing grades, etc. Correct and appropriate assembly of heating equipment may include cylinders, connections, hoses, tips and nozzles. All work undertaken to legislative and regulatory requirements.

Evidence guide
Assessment context
This unit may be assessed on the job, off the job or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will be provided with: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference materials. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with brazing and/or silver soldering or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Special notes
During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.
MEM7.10AA Perform tool and cutter grinding operations

<table>
<thead>
<tr>
<th>Band – Specialisation band A</th>
<th>Field – Machine &amp; process operations</th>
<th>Unit Weight</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite units - Path 1</td>
<td>2.5C11 Measure with graduated devices</td>
<td>7.5A Perform general machining</td>
<td>7.8A Perform grinding operations</td>
</tr>
<tr>
<td></td>
<td>9.2A Interpret technical drawing</td>
<td>12.3A Precision mechanical measurement</td>
<td>18.1A Use hand tools</td>
</tr>
</tbody>
</table>

### Element 7.10A.1 Observe safety precautions

**Criteria 7.10A.1.1**
Machine guards, coolant and dust extraction devices checked.

**Assessor guide: observe that** – All machine guards, coolant and dust extraction devices are checked for correct operation in accordance with standard operating procedures.

**Assessor guide: confirm that** – All machine guards can be identified. The function of coolant and dust extraction devices can be identified.

**Criteria 7.10A.1.2**
Correct safety procedures observed, protective clothing and safety glasses worn.

**Assessor guide: observe that** – The correct safety procedures are followed and personal protective clothing and equipment is worn/ used throughout the grinding process.

**Assessor guide: confirm that** – All relevant safety procedures can be identified. All necessary personal protective clothing and equipment can be identified. The hazards associated with tool and cutter grinding operations can be identified.

### Element 7.10A.2 Determine job requirements

**Criteria 7.10A.2.1**
Drawings interpreted and sequence of operations determined.

**Assessor guide: observe that** – All relevant drawings, instructions and specifications are obtained in accordance with workplace procedures.

**Assessor guide: confirm that** – The work to be undertaken can be identified. The sequence of operations to be performed can be identified. The specifications to be achieved can be identified.
Element  7.10A.3   Select appropriate tool and cutter grinding wheels and accessories

Criteria   7.10A.3.1
Tool and cutter grinding wheels selected, based on knowledge of grinding wheel structure, balanced and dressed. Accessories selected to facilitate production to specification.  

Assessor guide: observe that –
Tool and cutter grinding accessories appropriate to the grinding task(s) are selected and correctly used in accordance with standard operating procedures. The grinding wheel selected is safely balanced and correctly dressed for the grinding task(s) to be performed in accordance with standard operating procedures.

Assessor guide: confirm that –
The standard grinding wheel shapes can be identified. A range of abrasive materials used in grinding wheels can be identified. The effect of the following grinding wheel features on wheel selection and application can be explained: - grain size of abrasive particles - grade or strength of bond - structure of grain spacing - bond material. The appropriate grinding wheel(s) for the given task(s) can be identified. The reasons for selecting the appropriate grinding wheel can be given. The function and application of the full range of tool and cutter grinding accessories can be explained. Grinding wheel dressing procedures can be correctly identified. Grinding wheel dressing tools and their application can be identified. The appropriate grinding wheel dressing tool(s) for the given task(s) can be identified.

Element  7.10A.4   Perform tool and cutter grinding

Criteria   7.10A.4.1
Universal tool and cutter grinding machines operated to sharpen and shape the full range of tools and cutters including side and face cutters, end mill, form relieved milling cutters, flat, vee and circular form tools and hobs, slitting saws, drills and reamers.

Assessor guide: observe that –
The universal tool and cutter grinder is used to correctly sharpen and shape a range of tools and cutters in accordance with standard operating procedures.

Assessor guide: confirm that –
The source(s) of data on tool geometry for the full range of tools and cutters can be identified. The nomenclature used to describe tool geometry can be explained. The correct tool geometry for the tools/cutters to be sharpened and shaped can be identified.
**Criteria 7.10A.4.2**
Parallel internal and/or external grinding carried out.

*Assessor guide: observe that –*
The appropriate accessories are correctly set up in accordance with standard operating procedures to enable parallel internal and/or external grinding to be carried out. The parallel grinding task is completed in conformance with specifications and standard operating procedures.

*Assessor guide: confirm that –*
The accessories to be used when parallel grinding on a tool and cutter grinder can be identified. The procedures to be followed when parallel grinding on a tool and cutter grinder can be explained.

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**Criteria 7.10A.4.3**
Internal and/or external taper grinding carried out to drawing specifications.

*Assessor guide: observe that –*
The appropriate accessories are correctly set up in accordance with standard operating procedures to enable internal and/or external taper grinding to be carried out. The taper grinding task is completed in conformance with specifications and standard operating procedures.

*Assessor guide: confirm that –*
The accessories to be used when grinding tapers on a tool and cutter grinder can be identified. The procedures to be followed when grinding tapers on a tool and cutter grinder can be explained.

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**Element 7.10A.5**
Check components for conformance to specification

**Criteria 7.10A.5.1**
Components checked for conformance to specification using appropriate techniques, tools and equipment.

*Assessor guide: observe that –*
The ground components are checked for conformance with specifications in accordance with standard operating procedures.

*Assessor guide: confirm that –*
Tools, techniques and equipment appropriate to the checking of ground components for conformance with the following specifications can be identified: - dimensions and tolerances - geometry and tolerances - surface finish. The tools, techniques and equipment to be used to check the given ground components for conformance with specifications can be identified. The reasons for selecting the tools, techniques and equipment to be used can be explained.
MEM7.10AA Perform tool and cutter grinding operations

Range statement
This unit covers a range of tool and cutter grinding machines and accessories. A range of precision measuring instruments are used. Work is performed to established processes, practices and standards. A range of precision measuring instruments and standard engineering materials are used. Work is performed to drawings or sketches, specifications and instructions as appropriate. General off hand grinding is covered by Unit 18.2A (Use power tools/hand held operations). Work is carried out autonomously to predetermined standards of quality and safety.

Evidence guide
Assessment context
This unit may be assessed on the job, off the job or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will have access to: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference materials. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with tool and cutter grinding or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Special notes
During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.
PRSSO309A Maintain security of environment

This competency standard covers the skills and knowledge required to maintain a safe and secure environment. It requires the ability to communicate effectively, maintain operational safety and respond appropriately to security risk situations. Competency also requires a knowledge of use of force guidelines and emergency procedures. This work would be carried out under limited supervision within organisational guidelines.

**Functional Area:** Core, Security Operations

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1** Maintain effective relations | 1.1 Effective interpersonal techniques are used to develop, support and promote confidence with appropriate person(s)  
1.2 Communication techniques are appropriate to work task requirements and are sensitive to individual social and cultural differences  
1.3 Organisational social, ethical and operational standards are observed and complied with to facilitate positive and effective relationships with appropriate person(s)  
1.4 Appropriate support is provided or sought as required to achieve identified work tasks, goals and objectives in accordance with organisational requirements |
| **2** Maintain operational safety | 2.1 Environmental factors are continually monitored, assessed and reviewed to identify distinctive features and any change in characteristics that might indicate unusual or suspicious behaviour  
2.2 Systematic personal safety checks are regularly made in accordance with assignment instructions, organisational and OHS requirements  
2.3 Communication is maintained continually throughout security operations in accordance with assignment instructions and organisational procedures  
2.4 Equipment and resources are operated and maintained in accordance with manufacturer's specifications and organisational procedures  
2.5 Security risk factors are accurately identified and assessed in accordance with organisational requirements |
3 Respond to security risks

3.1 Response is formulated and carried out promptly within the scope of own responsibility and competency in accordance with legislative and organisational requirements.

3.2 Response initiative maximises the safety and protection of people and premises and minimises the degree of risk while meeting legal requirements and organisational procedures.

3.3 Changing circumstances are identified and variations to response are determined and implemented in accordance with organisational procedures.

3.4 Requirements for specialist assistance or advice is identified and promptly sought in accordance with organisational procedures.

3.5 Operational records and reports are prepared in a timely manner presenting all relevant facts and information in accordance with legislative requirements and organisational policy and procedures.

RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

**Interpersonal techniques may include:**
- effective verbal and non-verbal communication
- two-way interaction
- constructive feedback
- active listening to clarify and confirm understanding
- active silence
- reflection and summarising
- use of positive, confident and co-operative language
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate

**Appropriate persons may include:**
- supervisors
- colleagues
- support services/agencies (eg emergency services)
- members of the public
Social and cultural differences may be expressed in:

- language
- traditional practices and observations
- beliefs, values, practices
- food, diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender/sexuality

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and/or response
- employer and employee rights and responsibilities
- business and performance plans
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- Occupational Health and Safety policies, procedures and programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics
- access and equity policy, principles and practice
- records and information systems and processes
- communication channels and reporting procedures
Environmental factors may include:
* time of day
* different degrees of light including low light/darkness
* weather
* crowds
* vehicles
* availability of exits and opportunities for escape
* presence of several sources of threat
* access to assistance and resources

Assignment instructions may relate to:
* instructions from supervisor/management
* specific client requirements
* special instructions from emergency services
* assignment objectives and timeframes
* work tasks and procedures
* resource and equipment requirements
* reporting and documentation requirements
* protective clothing and equipment requirements

Communication modes may include:
* verbal
* written
* electronic
* hand signals
* use of appropriate call codes/call signs
* alarms

Equipment and resources may include:
* communication equipment (two-way radio, telephone, mobile telephone)
* fire fighting equipment
* protective equipment (body armour, protective shields)
* first aid kit
* security equipment (handcuffs, batons, firearms, spray)
* alarms, sirens, flags and flares
Risk factors may include, but are not limited to analysis of:

- situations affecting the security of self, others or property
- theft, fire
- persons under the influence of intoxicating substances
- violence and physical threat
- access to weapons
- bomb threats
- flammable materials
- explosives
- industrial gases
- chemicals
- electrical faults
- biological hazards
- armed/unarmed hold up
- suspicious package

Risk identification may include an assessment of:

- known information about the circumstances of the incident
- known information about people involved in the incident
- observation of the environment and physical conditions
- the nature of the incident
- level of intoxication
- available resources and team backup
- communication channels
- range of response options available
- potential and triggers for escalation or defusing
Responses may include:
- defusing the situation
- isolating risk
- evacuating premises
- providing access for emergency services
- notifying emergency services
- notifying mental health crisis teams
- notifying bomb disposal unit
- marking area or potential risk
- sending alarms
- tactical withdrawal
- request for assistance
- use of negotiation techniques
- restraint of person
- use of empty hand techniques

Applicable legislation, codes and national standards must relate to:
- relevant Commonwealth/State/Territory legislation which affect organisational operation:
  - Occupational Health and Safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
  - Commonwealth/State/Territory legislation which affect:
    - powers of arrest
    - removal of persons
    - trespass laws
    - rules for searching and the seizure of goods
    - control of intoxicated persons as defined by liquor laws
    - crowd control
    - licensing arrangements
    - use of force guidelines
    - operational (eg Firearms Act, Weapons Prohibition Act, Crimes Act)
    - general ‘duty of care’ responsibilities
Australian Standards, quality assurance and certification requirements
relevant industry Codes of Practice
award and enterprise agreements
trade practices

Records and reports may include:

- request for assistance forms
- incident reports
- vehicle/personnel activity reports
- security logs/journals/notebooks
- running sheets
- task allocation sheets
- records of conversation
- written/computer-based information
- radio/telephone/photographic records

EVIDENCE GUIDE

The Evidence Guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to maintain security of environment. Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.

What critical aspects are required for evidence of competency?

- Accurately identify and assess all factors which might impact on the safety and security of persons and property and formulate and implement appropriate responses or contingency measures
- Systematically monitor security activities and vary operational plans as required to meet changing circumstances
- Maximise the safety and protection of people involved in the incident while carrying out response activities
- Communicate effectively on a one-to-one and group basis with people from a range of diverse backgrounds and of varying abilities
- Provide accurate and constructive operational observations, complete documentation in appropriate style and format and maintain the security of records system
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Legislative and legal provisions applicable to specific security functions including powers and procedures for effecting an arrest
- Organisational policies and procedures related to the analysis of security risk and selection of response(s)
- Problem solving strategies
- Effects of intoxicating substances and factors which influence them
- Methods of restraint and associated effects (eg, restraint related injury/death)
- Co-operative team work principles
- Organisational documentation procedures and processes
- Approved communication terminology and call signs
- Structure and responsibilities of the Commonwealth and State Emergency services
- Principles of effective communication including interpersonal techniques
- Correct fitting and use of protective equipment
- Emergency and evacuation procedures and instructions
- First aid principles and procedures
- Bomb threat procedures
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some specific skills are required. These include the ability to:

- Facilitate commonsense solutions within operating parameters
- Prioritise arrangements
- Assess level of intoxication using standard criteria
- Follow emergency procedures and comply with requests from emergency services
- Operate security and communications equipment
- Communicate/negotiate using clear and concise language
- Observe and accurately record and report information
- Interpret and follow instructions
- Interpret and comply with legislative requirements
- Work effectively as part of a team
- Relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- Apply basic problem solving techniques
- Select and use appropriate fire fighting equipment
- Present a professional image to members of the public and colleagues
- Calculate and estimate assistance requirements

What resources may be required for assessment?

- Access to a suitable venue and equipment
- Access to plain English version of relevant statutes and procedures
- Assignment instructions, work plans and schedules, policy documents and duty statements
- Assessment instruments, including personal planner and assessment record book
- Access to a registered provider of assessment services

What is required to achieve consistency of performance?

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace. Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.
Assessment against this unit may involve the following:

* Continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statement that make up the unit
* Continuous assessment in the workplace, taking into account the range of variables affecting performance
* Self-assessment on the same terms as those described above
* Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**KEY COMPETENCY LEVELS**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>perform the process</td>
</tr>
<tr>
<td>2</td>
<td>perform and administer the process</td>
</tr>
<tr>
<td>3</td>
<td>perform, administer and design the process</td>
</tr>
</tbody>
</table>

**How can communication of ideas and information be applied?**

Established communication channels and procedures are used to facilitate an accurate and relevant exchange of information with emergency services.

**How can information be collected, analysed and organised?**

Legislative and procedural requirements relevant to specific security functions may be identified, interpreted and complied with during security operations.

**How are activities planned and organised?**

Co-ordination of responses to security incidents may be formulated and implemented promptly.

**How can team work be applied?**

Effective communication may be maintained with colleagues and clients to ensure the safety and protection of self, others and property during security risk response activities.

**How can the use of mathematical ideas and techniques be applied?**

Mathematics may be used to estimate and calculate resource and assistance requirements.

**How can problem solving skills be applied?**

Changing circumstances of a security risk situation may be addressed by the appropriate adjustment of response activities.

**How can the use of technology be applied?**

Technology may be used to receive, convey, and document information. It may also be used to maintain records.
PUACOM012A Liaise with media at a local level

UNIT DESCRIPTOR
This unit covers the liaison with media at a low level incident and providing information about local events.

ELEMENT | PERFORMANCE CRITERIA
--- | ---
1. Determine media requirements | 1. Organisational protocols are followed when liaising with the media
2. The media’s potential interest is assessed and arrangements are made to meet needs where appropriate
3. Operational responsibilities are balanced against the provision of information to the media

2. Provide information to the media | 1. A positive image of the organisation is maintained when liaising with the media
2. Every opportunity is used to promote the organisation, its services and personnel
3. Relevant and succinct information is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media

3. Publicise an event | 1. Relationship is established with media contacts
2. Event details and support materials are gathered and presented in a logical, relevant and concise manner to the media
3. Information provided to media is recorded and maintained

RANGE STATEMENT
Organisation may include
- Fire
- Police
- State Emergency Service
- Emergency Management

Organisational protocols may include
- organisational policies and procedures
- personal presentation being as neat as possible considering the operational circumstances
- ensuring media liaison person is fully briefed and prepared
- acknowledge support of other organisations
- seeking advice from headquarters where appropriate
- limiting comments on role of own service
- relevant Federal and State legislation and regulations
Liaising with the media may include:
- print (local, community, daily newspapers, magazines)
- television (live or pre-recorded)
- radio (live or pre-recorded)

Operational responsibilities may include:
- preservation of life and property, which is the principal concern to all public safety personnel
- presenting information relevant to the public

Event may include:
- long service to organisation
- medal presentation
- awarding of certificates
- donations/sponsorships/fundraising
- recruiting
- new equipment
- VIP visit
- open day
- training
- unusual rescues
- self help information

Media's potential interest may include:
- enormous media event
- standard report
- human interest
- in the public’s interest

Media's requirements may include:
- deadlines
- capabilities
- visual and verbal requirements
- types of medium
- variation
- journalists
- amenities
- briefing area
- access to media liaison person
- bilingual personnel and bilingual information

Media may include:
- representatives from mainstream, community and ethnic television
- print and broadcast media
Organisational positive image may include
- promote the relevance and efficiency of the service
- report the facts
- heroism of personnel
- organisational personnel are co-operative and responsive
- organisational personnel well presented
- handling media in most positive manner in even the most adverse conditions/circumstances

Media opportunity may include
- opportunity to promote the services
- provide educational information to the public
- airplay

Relevant and succinct information may include
- information that according to protocol is available for public release
- report facts and avoid speculation
- do not supply classified information
- use language that can be readily understood by all to avoid misinterpretation

EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects of evidence</th>
<th>It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities</th>
</tr>
</thead>
</table>
| Interdependent assessment of units | Pre-requisite units: Nil  
Co-requisite units: Nil |
| Underpinning knowledge | organisational protocols relating to media liaison (for example legal and organisation requirements relating to:  
- confidentiality  
- libel  
- accuracy  
- discrimination)  
role of media in disseminating information  
requirements of media to present information in a newsworthy/informative manner  
requirements of different media:  
- newspapers  
- magazines  
- radio  
- television (local, regional, national media)  
communication skills  
establishing media relationship |
PUACOM012A Liaise with media at a local level

Underpinning skills

<table>
<thead>
<tr>
<th>attention to detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicating facts in a fluent, clear and interesting manner</td>
</tr>
<tr>
<td>empathy with victims and operational personnel</td>
</tr>
<tr>
<td>liaison with media and other organisation personnel</td>
</tr>
<tr>
<td>media presentation</td>
</tr>
<tr>
<td>prioritisation between operational responsibilities and provision of information to media</td>
</tr>
<tr>
<td>public speaking</td>
</tr>
<tr>
<td>retaining professionalism under duress</td>
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</tbody>
</table>

Resource implications

| No special requirements |

Consistency in performance

| Evidence should be gathered over a period of time in a range of actual or simulated workplace environments |

Context of assessment

| On the job or in a simulated work environment |

KEY COMPETENCIES

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<th>Collect, Analyse &amp; Organise Information</th>
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</tbody>
</table>
PUAEQU001A Prepare, maintain and test response equipment

UNIT DESCRIPTOR
This unit covers the competency to inspect, maintain and test a range of equipment according to organisation’s procedures.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Inspect response equipment** | 1. Equipment is inspected in accordance with organisation’s procedures  
2. Missing parts are identified and reported according to organisation’s procedures  
3. Faulty or damaged equipment is reported and recorded in accordance with organisation’s procedures |
| 2. **Test response equipment** | 1. Equipment is tested according to approved procedures and is fit for purpose according to organisation’s standards  
2. Test results are recorded according to regulatory and organisation’s requirements  
3. Defective equipment and sub-standard performance is reported and recorded according to organisation’s procedures |
| 3. **Clean, maintain and restow equipment** | 1. Equipment is cleaned, maintained, assembled and stowed according to organisation’s procedures  
2. Equipment records are updated according to organisation’s procedures  
3. Equipment is recovered, restowed and made ready for future use |

RANGE STATEMENT
Organisational procedures may include  
regulatory requirements  
equipment manufacturer’s specifications and procedures  
Australian Standards  
industry practices  
occupational health and safety requirements  
maintenance schedules

Organisational procedures may be specified in  
operational directives  
organisation’s procedures  
manufacturer’s manuals  
operations manuals  
quality system documentation  
induction documentation  
workplace notices  
operator’s manual
Reporting/recording procedures may include
- Verbal
- Record sheets or books
- Computer data bases
- Card systems
- Microfiche systems
- Maintenance schedules

Organisation’s standards may include
- Australian Standards
- State/territory or federal standards
- Industry standards
- Manufacturer’s procedures
- International standards

Response equipment may include
- Ropes
- Hand tools
- Hoses
- Branches and nozzles
- Ladders
- Pumps
- Rescue tools
- Salvage tools
- Protective clothing and equipment
- Breathing apparatus
- Forcible entry tools
- Portable fire extinguishers
- Drip torches
- Maps
- Powered equipment
- Organisational specialist equipment
- Chainsaws
- Communications equipment
- Knapsacks
- Lighting equipment
- First aid equipment
- Pumps
- Equipment required to undertake specific function such as compressor, generator, hydraulic pump
- Audible warning systems such as sirens, horns
- Visual warning systems such as lights
- Light crystal display signs
- Global Positioning Systems
- Vehicle tracking systems
- Navigational systems
Inspection may include
visual, auditory and tactile inspection to identify possible operational failure of motorised equipment or seizure or physical failure of equipment

Maintenance may include
- lubrication checks
- pressure checks
- fuel and water checks
- flow rate checks
- sharpening
- cleaning
- flushing

Faulty/damaged equipment may include
- inoperative
- not fit for purpose
- operates ineffectively
- defects
- anomalies
- not clean
- physical damage

EVIDENCE GUIDE

Critical aspects of evidence
It is essential for this unit that competence can be demonstrated in organisational procedures for inspection testing, cleaning and servicing of response equipment

Interdependent assessment of units
- Pre-requisite units: PUAFIR201A Prevent injury (Fire Specific)
- Co-requisite units: Nil

Underpinning knowledge
- identification of equipment
- occupational health and safety policy relevant to the maintenance, servicing and testing of equipment
- organisation’s policies and procedures concerning the use, testing, cleaning and servicing of response equipment
- relevant parts of environmental legislation relating to waste water run off/pollution
- safe working practices when maintaining, servicing and testing equipment

Underpinning skills
- comply with material safety data sheets
- inspect equipment according to organisation’s procedures
- safely use cleaning agents and chemicals
- service and clean equipment according to organisation’s procedures
- test equipment according to organisation’s procedures
**Resource implications**
Access to relevant equipment is required

**Consistency in performance**
Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

**Context of assessment**
Competency must be assessed in the context of applying organisation’s procedures to equipment used in the workplace

### KEY COMPETENCIES

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PUAFIR201A Prevent injury

UNIT DESCRIPTOR

This unit covers the competency associated with the identification, avoidance, review, and evaluation of workplace risks and hazards, maintenance of personal safety and the reporting to supervisors and team members.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Identify workplace hazards and risks and advise others | 1. Procedures and practices are followed to identify workplace hazards and risks  
2. Appropriate procedures for dealing with hazards in the workplace are followed in accordance with Occupational Health and Safety (OH&S) guidelines and the organisation’s procedures  
3. Contact is maintained at all times with other crew members and supervisor  
4. Hazards in the work area and warnings of hazardous situations are recognised and reported to designated personnel  
5. Stressful situations are recognised and support is sought or given to minimise effect |
| 2. Implement hazard control procedures | 1. Personal protective clothing and equipment is selected and donned in accordance with the organisation’s procedures and within its limitations  
2. Appropriate procedures and work instructions for controlling risks and hazards are followed  
3. Personal health is protected in accordance with legislative and organisation’s procedures  
4. Equipment appropriate to dealing with a hazard is used in accordance with standard operating procedures  
5. Controls are implemented to minimise damage to the environment  
6. Fluid and food intake and rest breaks are maintained in accordance with environmental and working conditions and the organisation’s policy  
7. Assistance is given to crew members in danger while maintaining personal safety in accordance with the organisation’s procedures |
| 3. Review effectiveness of hazard control procedures | 1. Hazard controls are monitored to ensure continued effectiveness  
2. Changes in incident behaviour and conditions are reported immediately to supervisor  
3. Factors which may create or increase risk to life, property or the environment are identified, reported and controlled in so far as possible |
4. Participate in the implementation of OH&S in the workplace

1. OH&S issues are raised with designated personnel in accordance with procedures and OH&S legislation
2. Contributions to OH&S implementation in the workplace are made within organisation’s procedures and scope of responsibilities and competencies
3. Activities/debriefings are undertaken which alleviate occupational stress

RANGE STATEMENT

Workplaces may include locations where activities and operations may occur such as structures, open spaces, water, public and private property, (including crown land), mobile property, confined spaces

Activities to alleviate occupational stress include avoidance limiting exposure withdrawal defusion/debriefing counselling services referral to medical services or relevant government agencies

Hazards must include those associated with urban, rural and aircraft fires training and simulation activities hazardous materials electricity

and may also include prescribed burning activities vehicle and industrial rescue/extrication flood, storm and tempest rescues travelling in vehicles and travelling in aircraft

The nature of the hazard must include

Incident
chemical spills such as those involving dangerous goods; vapours/poisonous gases/smoke; contaminated fire water; explosions/flammability; radioactivity; environmental contamination of air/land/water, appliances and equipment

Biological biological such as infections, bites, stings, radiation

Personal heat stress; dehydration psychological such as critical incident stress; shock, drownings
### Environmental
- Fire and explosions; falling objects (trees, masonry, rocks etc.);
- Subsidence; water load; structural collapse, radiant heat
- Entrapment by fire in a vehicle or on foot
- Chemical types
- Heavy machinery
- Confined space/structure

**and may also include**
- Aerial retardant drops
- Broken terrain

### Risk control measures must include
- Use of clothing and equipment to provide protection
- Eye, sight, hearing protection
- Appropriate training
- Barriers
- Vehicle protection hoses and devices
- Survival techniques
- Life support equipment/features

**and may also include**
- Spill clean up kits
- Electrically insulated tools and equipment
- Fire blankets/roll over protection
- Goggles, face shield, hearing protection and chainsaw chaps
- Adequate food, fluid and other welfare needs during extended operations

### Personal protective clothing and equipment must include
- Turnout uniform and gloves
- Respiratory protection
- Eye protection

**and may also include**
- Face shield
- Chemical protective clothing
- Personal lines
- Personal distress units
- Personal accessories kit
- Chainsaw chaps
### Life support equipment/features may include
- Radiation shielding
- Vehicle cabins with/without sprays
- Low water level indicators
- Protective vests
- Fire blankets
- First aid kit

### Factors which must require evaluation and review include
- Available resources
- Traffic and spectators
- Wind strength/direction
- Temperature and relative humidity
- Fire development/behaviour
- Structural and equipment integrity
- Water supply/pressure
- Vegetation type
- Topographical features including slope, terrain and aspect

### Contact with crew members and supervisors must include
- Visual
- Touch
- Radio
- Verbal

### And may also include
- Electronic and written

### Designated personnel must include
- Other crew members/supervisors/OH&S representatives

---

**EVIDENCE GUIDE**

### Critical aspects of evidence
It is essential for this unit that competence be demonstrated in:
- Correct identification of hazards in the workplace
- Application of the organisation’s procedures including the correct selection and use of PPE
- Advising and reporting of workplace hazards in accordance with the organisation’s requirements
- Notification of risk to the team and supervisor in a timely manner

### Interdependent assessment of units
- **Pre-requisite units:** Nil
- **Co-requisite units:** PUATEA001A Work in a team
Underpinning knowledge

Health and fitness requirements such as diet and nutrition, exercise, impact of smoking, alcohol and drugs on the body

Occupational hazards encountered in the workplace such as structural collapse, electricity, chemicals, dust, wildfires, extreme temperatures, biological, radiation, hazardous atmospheres, flammable and combustible liquids and gases and manual handling

Personal protection such as clothing and equipment requirements, survival in life threatening situations and health hazards

Signs of occupational stress, limiting stress, dealing with stress and seeking assistance

Signs of fatigue and dealing with fatigue

Methods of hazard control and reporting in accordance with the organisation’s procedures

Procedures for participating in OH&S arrangements

Underpinning skills

Identification of typical hazards in the workplace

Use of protective clothing and equipment

Resource implications

Availability of appropriate protective clothing, equipment and organisational procedures

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

A combination of oral or written presentations, observations, on the job and/or in a range of simulated environments

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<table>
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<tbody>
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</table>
PUAFIR204A Respond to wildfire

UNIT DESCRIPTOR
This unit covers competency for responding to a wildfire when working as a member of a team, under direct supervision.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare to respond to fire | 1. The location of fire and the most effective route to the fire are obtained taking into account local conditions  
2. Protective clothing and equipment, food and fluid requirements are identified and relevant preparations undertaken prior to departure |
| 2. Proceed to fire | 1. The location of the fire is confirmed on approach  
2. Access to the area is gained with minimum injury to personnel or damage to vehicles, equipment or the environment  
3. Evidence of fire cause is noted and brought to the attention of the supervisor |
| 3. Obtain and use extinguishing media and equipment | 1. Nominated media and equipment are located and obtained  
2. Equipment is used to deliver the nominated media in accordance with the organisation's and manufacturer's procedures |
| 4. Combat wildfire | 1. Instructions are received, confirmed and implemented in accordance with the organisation’s safe work practices and procedures  
2. Equipment and extinguishing media used are appropriate to wildfire conditions  
3. Control lines are prepared in accordance with the organisation’s procedures  
4. Equipment is positioned, made ready for use and protected from damage in accordance with the organisation’s procedures  
5. Fire is attacked taking into account wildfire hazards as directed and in accordance with the organisation’s procedures  
6. Evidence of fire cause and area of fire origin are protected  
7. Communication is maintained at all times in accordance with the organisation’s procedures |
| 5. Observe and react to wildfire and weather conditions | 1. Conditions at the fire are observed and their effect on fire behaviour and development are noted and reported to supervisor  
2. Weather conditions and changes to fire behaviour are observed and reported to the supervisor  
3. Variations in terrain, fuel types and fuel arrangements are observed and the effect on fire behaviour is reported to the supervisor as required  
4. A safe escape route or refuge is identified and maintained at all times |
5. Communication is maintained with other firefighting personnel and the supervisor throughout operational activities

6. Participate in mop-up and patrol activities
   1. Mopping-up activities are carried out under direction in accordance with the organisation’s procedures
   2. Patrol of the perimeter or sector of the fire is maintained in accordance with the organisation’s procedures

7. Assist in ancillary operations
   1. Activities to complement firefighting operations are carried out as directed and according to the organisation’s procedures

8. Recover and store equipment
   1. Equipment and consumables are recovered as directed
   2. Equipment is stored in accordance with the organisation’s procedures
   3. Cleaning and maintenance are carried out in accordance with the organisation’s procedures

**RANGE STATEMENT**

- **Types of wildfire must include**
  - ground, surface, crown

- **Types of fuel may include**
  - grass
  - crop
  - forest
  - heath plantation
  - scrub

- **Fuel features must include**
  - type
  - size
  - arrangement/distribution
  - quantity
  - moisture content
  - topography
  - local fire conditions

- **Weather factors must include**
  - variations to wind speed and direction
  - relative humidity
  - temperature
  - atmospheric stability
| Wildfire extinguishing media must include | water |
| and may also include | wetting agent  
| | Class A foam  
| | fire suppressants (short and long term)  
| | earth  
| | retardants |
| Wildfire extinguishing equipment must include | tanker  
| and may also include | hand tools  
| | hose and small gear  
| | pump  
| | aircraft  
| | ropes and lines  
| | knap sack  
| | chainsaw |
| Types of firefighting strategies must include | offensive strategy  
| | defensive strategy  
| | flank attack  
| | combined strategy  
| | direct attack  
| | parallel attack  
| | indirect attack  
| | combination attack |
| Wildfire hazards must include | heat related illness  
| | fatigue  
| | smoke inhalation  
| | burns  
| | sprain or fracture  
| | snake or insect bite  
| | falling branches/trees  
| | manual handling  
| | trips/falls  
| | disorientation  
| | environmental  
| | lack of visibility  
| | water bombing operations |
| Variations in topography                         | elevation  
slope  
aspect  
landscape features |
|------------------------------------------------|------------------|
| **Access may be gained by**                   | vehicle  
aircraft  
boat  
foot |
| **Information about access**                  | radio/phone  
personal contact |
| **must be received by**                       | map reference |
| **and may also include**                      | protective hoods  
accessories as per organisational standards |
| **Personal protective clothing and equipment** | turnout uniform and gloves  
eye protection  
hearing protection  
respiratory protection |
| **must include**                              |                  |
| **and may also include**                      |                  |
| **Ancillary activities may include**          | provision/transportation of food, water and equipment for an  
incident  
working with earth moving equipment such as bulldozer,  
grader, tractor with blade |

### EVIDENCE GUIDE

| Critical aspects of evidence                  | For this unit it is essential that competence be demonstrated by:  
reacting to changing wildfire behaviour due to changes in  
weather, topography and fuel conditions  
participating in dry wildfire control  
use of extinguishing media in wildfire control  
maintaining health and safety of self, other workers and people  
in the immediate work area  
participating in mop-up and patrol  
undertaking operational activities safely |

| **Interdependent assessment of units**        | Pre-requisite units: PUAFIR201A Prevent injury  
Co-requisite units: Nil |
Underpinning knowledge

- fire behaviour
- extinguishing media, water, foam, suppressants
- knapsack
- operating firefighting equipment
- responding to wildfire
- wildfire control tactics and techniques
- wildfire hazards, safety techniques
- fuel load, moisture content of fuel, topography, fireground signals
- organisation’s operating procedures
- effects of wildfire on structures
- awareness of health and fitness requirements

Underpinning skills

- use of wildfire control tools and equipment
- undertaking dry and wet wildfire attack
- detection of hot spots, stags, unsecured wildfire perimeter

Resource implications

- access to controlled or contained fires
- availability of wildfire control equipment

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

A combination of oral or written presentation, observation on the job or in a simulated wildfire (grass, crop, scrub, forest) environment

### KEY COMPETENCIES

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</table>
PUAFIR209A Work safely around aircraft

UNIT DESCRIPTOR

This unit applies to any personnel involved in working on the ground around aircraft.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work safely in the vicinity of aircraft</td>
<td>1. Suitable, visible clothing and protective equipment are used</td>
</tr>
<tr>
<td></td>
<td>2. Appropriate precautions and clearances are followed when operating on or near aircraft movement areas</td>
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<tr>
<td></td>
<td>3. Any approach to an operating aircraft is made according to the organisation's procedures, from an angle visible to the pilot or flight crew and with approval of the pilot or flight crew</td>
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<tr>
<td></td>
<td>4. Adequate clearance is maintained from propellers, rotors and/or turbine engines, exhaust gases and engine intakes</td>
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<tr>
<td></td>
<td>5. Activities anticipate the typical manoeuvring patterns of aircraft</td>
</tr>
<tr>
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<td>6. Any instructions or signals from pilots or staff controlling aircraft are complied with</td>
</tr>
<tr>
<td></td>
<td>7. Site hazards are identified</td>
</tr>
<tr>
<td>2. Facilitate safe ground support</td>
<td>1. Appropriate precautions are observed when positioning vehicles or equipment close to aircraft</td>
</tr>
<tr>
<td></td>
<td>2. Aircraft design features are respected while boarding, loading or handling aircraft</td>
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<tr>
<td></td>
<td>3. Instructions from pilots, the organisation’s staff coordinating aircraft operations, organisation’s procedures and placards are followed during ground support operations</td>
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<tr>
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<td>4. Aircraft loading is supervised by the pilot or flight crew member and complies with the appropriate weight, balance and loading system</td>
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<td>5. Areas are designated and separated according to site features and the specific operations being conducted</td>
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<td>6. Fitting of equipment to an aircraft is conducted under the pilot's supervision and with the appropriate regulatory approvals</td>
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<td>7. Aircraft fuels, oils, and supplies are stored and handled according to regulatory requirements and the organisation’s procedures</td>
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<td>8. Any suspected defects or hazards to aircraft or equipment are reported to the pilot or other appropriate supervisor</td>
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<td></td>
<td>9. Appropriate aerodrome regulations are complied with</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

Aircraft may include aeroplanes, helicopters, unmanned aerial vehicles, other airborne vehicles.
| Suitable visible clothing and protective equipment may include | high visibility overalls/vests  
use of lighting or beacons  
hand, eye, ear and foot protection |
|---------------------------------------------------------------|
| Appropriate precautions while manoeuvring may include          | fixed wing and helicopter marshalling  
observing aerodrome limits  
ground markings/lighting  
avoidance of obstructions/hazards and navigation aids  
clearances (radio)  
advisory instructions  
light signals |
| Safety equipment may include                                   | first aid  
fire extinguisher  
ear muffs  
eye goggles  
protective overalls  
protective boots  
respiratory protection  
signalling devices  
head protection |
| Site hazards may include                                       | wires/powerlines/fences  
live stock  
native fauna  
masts/aerials  
terrain  
weather conditions  
level of visibility  
public  
trees  
dust |
| Anticipation of manoeuvring patterns may include               | circuit procedures  
take-off, approach and landing characteristics  
ground manoeuvring capabilities  
special procedures (eg. at night or in poor weather conditions) |
| Protection against hazards may include                         | hand, eye, ears and foot protection |
Operational procedures for approaching aircraft may include:
- maintaining visibility with pilot or flight crew
- compliance with pilot or flight crew instructions
- compliance with operational placards

Aircraft controllers may include:
- pilot
- flight crew
- ground support supervisor
- aircraft coordinating personnel

### EVIDENCE GUIDE

**Critical aspects of evidence**
It is essential for this unit that competence be demonstrated in:
- compliance with regulatory requirements and the organisation’s procedures; identification of hazards, and precautions effected on a consistent, conscious and continuing basis; detailed knowledge of procedures for unusual events
- Actions are driven by an overriding concern for safety and quality rather than minimal observance of requirements

**Interdependent assessment of units**
- Pre-requisite units: Nil
- Co-requisite units: Nil

**Underpinning knowledge**
- aircraft familiarisation
- aerodrome familiarisation
- aerodrome working and lighting
- aircraft movement characteristics
- overview of aircraft performance, operation, loading and refuelling precautions

**Underpinning skills**
- Use of specialist aviation support equipment

**Resource implications**
- Access to actual or simulated aircraft and aerodrome facilities

**Consistency in performance**
- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

**Context of assessment**
- On the job or in a simulated work environment

### KEY COMPETENCIES

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# PUAFIR303A Suppress wildfire

## UNIT DESCRIPTOR

This unit covers competency while working as a member of a team when suppressing a wildfire and is often undertaken without direct supervision.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Receive and report details of wildfire | 1. Details of the fire's location and development of the fire are received and recorded  
2. Fire details are reported in accordance with the organisation’s procedures |
| 2. Prepare to respond to fire | 1. The location of and access to the wildfire are confirmed and the most effective route is ascertained  
2. Required organisational equipment, protective clothing, apparel, food and water required are assessed and procured before departure  
3. The most appropriate method of transport to the wildfire is selected and used |
| 3. Proceed to fire | 1. The location of the wildfire is confirmed from observation or by direction while on approach  
2. Access to area is determined and achieved with minimum injury to personnel or damage to vehicles, equipment or environmentally sensitive areas  
3. The safety of people in the wildfire area is assessed and monitored  
4. Evidence of the wildfire cause is noted and brought to the attention of the appropriate authority  
5. Navigational tools are used for planning and operational purposes |
| 4. Protect people | 1. As far as conditions allow, the number and location of people in the threatened area is determined  
2. Appropriate evacuation or non-evacuation protocols are identified and applied or advised to persons in the path of a wildfire  
3. Access to hazardous locations is controlled  
4. The safe defensibility of property is evaluated and assistance is provided to help occupiers  
5. Advice and support is provided to occupiers in helping them safely defend their property  
6. The safety of people in the threatened area is monitored during the course of the fire  
7. The safety of people in the area is checked and confirmed after the passing of the fire |
5. Combat wildfire

1. Media and equipment are selected and used to allow wildfire control operations to be conducted effectively and safely in accordance with the organisation’s procedures and OH&S procedures.
2. The most suitable location from which to use equipment to commence wildfire control operations is selected.
3. Access to the selected area of operations is gained in the safest and most effective manner.
4. Fire hazards are identified and action taken to minimise the risk of injury to the public, personnel and self.
5. Fire control strategies and tactics are employed to achieve the objectives in accordance with the organisation’s procedures.
6. Fire control activities undertaken minimise overall damage and impact on the environment.
7. Potential fire behaviour is considered and acted upon to ensure safety and achievement of objective.
8. Fuel, weather and topographical factors are observed and potential fire behaviour anticipated.
9. The effectiveness of tactics employed is reported to the supervisor.
10. Area of origin and evidence of fire cause is protected and brought to attention of supervisor or relevant authority.
11. Safe egress and/or refuge from the fire is identified and communicated to personnel.

6. Conduct mop-up and patrol activities

1. Mop-up and patrol activities are carried out effectively and safely to the distance determined by the Incident Controller.
2. Patrol of the perimeter or sector of the fire is maintained in accordance with the organisation’s procedures and guidelines.

7. Recover and maintain equipment

1. Equipment is made up and made ready for operational use in accordance with the organisation’s procedures.
2. Damaged or missing equipment is replaced, recorded and/or reported in accordance with the organisation’s procedures.

RANGE STATEMENT

Types of wildfire must include: ground surface and crown fire.

Fuel types may include: grass, crop, forest, plantation, heath.
### Fuel features which will impact on fire development must include
- type
- size
- arrangement/distribution
- quantity
- seasonal effects
- effects of drought
- moisture content

### Wildfire extinguishing media must include
- water
- and may also include
  - wetting agents
  - Class A foam
  - fire suppressants (short and long term)/earth retardants

### Wildfire extinguishing equipment must include
- tanker
- hand tool
- hose and small gear
- pump
- and may also include
  - aircraft
  - ropes and lines
  - knap sack
  - chainsaw

### Types of firefighting strategies must include
- offensive strategy
- defensive strategy
- combined strategy
- direct attack
- parallel attack
- indirect attack
- flank attack
- combination attack
- reconnaissance
- mop-up
- patrol
<table>
<thead>
<tr>
<th>Access methods may include by</th>
<th>vehicle</th>
<th>aircraft</th>
<th>boat</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topographic factors which may impact on fire development must include</td>
<td>elevation</td>
<td>slope</td>
<td>wind turbulence</td>
<td>local wind effects</td>
</tr>
<tr>
<td>Weather factors which may impact on fire development must include</td>
<td>wind direction and speed</td>
<td>wind changes</td>
<td>temperature</td>
<td>relative humidity</td>
</tr>
<tr>
<td>Personal protective clothing and equipment must include</td>
<td>turnout uniform and gloves</td>
<td>eye protection</td>
<td>hearing protection</td>
<td>respiratory protection</td>
</tr>
<tr>
<td>and may also include</td>
<td>protective hoods</td>
<td>accessories as per organisational standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancillary activities may include</td>
<td>provision and transport of food, water, fuel and equipment of an incident</td>
<td>aircraft operations</td>
<td>working with earthmoving equipment</td>
<td></td>
</tr>
</tbody>
</table>
### Navigational aids must include
- maps
- compass

and may also include
- geographical information systems
- global positioning satellites
- aerial photographs

### Wildfire hazards must include
- heat-related illness (heat exhaustion and dehydration)
- fatigue
- smoke inhalation
- burns
- sprain or fracture
- trips/falls
- snake or insect bite
- lack of visibility
- falling branches and trees
- rolling objects
- falling objects
- manual handling
- disorientation
- water bombing operation
- environmental

### Fire behaviour is evidenced by
- rate of spread
- flame height and intensity
- spotting
- fire development
- terrain, topography
- fuel load and arrangement
- weather conditions - winds, fire whirls

### EVIDENCE GUIDE

#### Critical aspects of evidence
For this unit it is essential that competence be demonstrated by:
- anticipating and reacting to changing wildfire behaviour
- observing and reacting to weather behaviour
- undertaking dry wildfire control activity
- use of extinguishing media
- maintaining health and safety of self, other workers and people in the wildfire area
- completing mop-up and patrol
- reading maps and navigation
**Interdependent assessment of units**

Pre-requisite units: PUAHIR204A Respond to wildfire
Co-requisite units: Nil

**Underpinning knowledge**

Firefighting Protocols
- organisation policy; direct, indirect, parallel attack; wet, dry firefighting; backburning (ground, aerial); control lines and firebreaks; defensive firefighting tactics

Fire attack procedures
- standard operating procedures; reporting; patrol; mop-up; briefings/instructions; identification of cause

Safety
- organisation first-aid requirements; fireground hazards; procedures for dealing with injury; safety near vehicles and machines; briefings; team work

Fuel and its impact on fire behaviour
- moisture content, quantity, type, arrangement and distribution, size, drought effects, curing

Fire behaviour
- rate of spread, flame height and intensity, spotting, fire development, junction zones

Topography and its impact on fire behaviour
- slope, aspect, physical features, turbulence

Weather factors which impact on fire behaviour
- wind direction and speed
- wind changes
- temperature
- relative humidity
- atmospheric stability

**Underpinning skills**

wildfire control and suppression; back burning; use of wildfire control tools and equipment

map reading and interpretation
detection of hot spots, stags,
unsecured wildfire perimeter,
mop-up activities

**Resource implications**

access to controlled fires
availability of wildfire control equipment

**Consistency in performance**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of assessment
A combination of oral or written presentation, observation, on the job and/or in a range of simulated environments

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
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<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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PUAFIR309A Operate pumps

UNIT DESCRIPTOR
This unit covers the competency to operate portable and appliance-mounted pumps at an incident.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare pump to deliver water | 1. Type of pump selected is appropriate to the operation/incident  
2. Suitability of water supply is determined  
3. Pump is sited and positioned to receive and deliver water supply in accordance with the organisation’s requirements  
4. Pump is engaged in accordance with the manufacturer’s guidelines and the organisation’s procedures  
5. Appropriate agents are prepared for the production of foam at an incident, where required |
| 2. Operate pump | 1. Pump components, ancillary equipment and principles of operation are utilised to draught water from a static supply, to boost water from a reticulated supply or to deliver water from the appliance tank  
2. Pump operation is in accordance with manufacturer’s specifications, organisation’s procedures and OH&S guidelines  
3. Hydraulic requirements of hose lines and branches are calculated  
4. Pumps are operated to ensure that pressure and flow meet operational requirements and safety to personnel is maintained  
5. Pump performance is monitored and maintained to ensure maximum efficiency of operation, to detect and correct pumping and safety problems and to take appropriate action in accordance with the organisation’s procedures  
6. Pump operations are to be carried out avoiding injury to personnel and damage to equipment and facilities  
7. Mechanical malfunctions are reported to supervisor according to the organisation’s procedures |
| 3. Conclude pump operations | 1. Pump operations are concluded in accordance with the organisation’s procedures  
2. Ancillary equipment is collected and stowed in accordance with the organisation’s requirements  
3. Maintenance procedures and checks are undertaken to ensure pump and ancillary equipment is serviceable in accordance with the organisation’s requirements |
RANGE STATEMENT

Pumps may include:
- portable pumps
- positive displacement
- centrifugal
- ejector
- free-standing, trailer or vehicle-mounted
- petrol or diesel driven
- appliance-mounted pumps
- single-stage centrifugal
- multi-stage centrifugal
- series/parallel centrifugal
- peripheral
- water turbine

Water supplies may be of the following shapes:
- rectangular
- spherical
- cylindrical
- trapezoidal
- irregular

Hydraulic calculations may include:
- friction loss
- velocity
- discharge and flow rates
- jet reaction
- theoretical and effective height of a jet

Foam equipment may include:
- foam-making branch pipes
- in-line inductors
- in-line foam generators
- round-the-pump proportioners
- pressure-balanced foam systems
- electronic foam systems
- Class A foam systems
- Class B foam systems
- medium expansion foam equipment
- high expansion foam equipment
- high back-pressure (sub-surface injection) foam system
- compressed air foam system
- pick-up tubes
| Primers may include | force pump  
exhaust ejector  
diaphragm  
water ring  
rotary vane  
rotary gear |
|---------------------|------------------|
| Concentrates may include | aqueous film forming foam  
alcohol type foam  
protein foam  
Class A foam |
| Static water supply may include | Dams  
rivers  
lakes  
reservoirs  
tanks  
seawater  
swimming pools  
portable dams |
| Reticulated water supply may include | trunk mains  
distributary mains  
reticulation mains |
| Ancillary equipment may include | hydrant tools and openers  
standpipes  
suction hoses, spanners, strainers, baskets  
ropes/lines  
couplings  
adaptors and matching pieces  
breechings  
delivery hose |
### Organisation's procedures may be covered in

- training manuals
- manufacturer's specifications
- fireground procedures
- OH&S guidelines
- maintenance procedures and checks
- pumping practices
- service procedures
- standard operating procedures

### Operation includes observance of

- branch operators, where possible
- pump operators on other units when relay pumping
- monitoring of gauges and warning lights
- use of pressure relief valves and transfer valves
- use of pump performance charts or tables illustrating information such as optimum nozzle pressure and friction loss
- water levels

### Suitability factors include

- capacity
- pressure
- turbidity
- salinity

### EVIDENCE GUIDE

#### Critical aspects of evidence

It is essential for this unit that competence be demonstrated in:

- maintenance of water supply to branch operators
- maintenance of appropriate levels of pressure
- responding appropriately to changing circumstances
- when using foam, the correct proportion of foam and water is supplied/delivered and supply of foam concentrate is maintained
- when pumping from an appliance tank, monitoring levels of water remaining in appliance tank to ensure minimum levels for crew protection
- pumping without injury to personnel or damage to equipment

#### Interdependent assessment of units

**Pre-requisite units:**

- PUAFIR203A Respond to urban fire, or
- PUAFIR202A Respond to urban fire using defensive firefighting strategies, or
- PUAFIR204A Respond to wildfire or
- PUAFIR205A Respond to aviation incident (specialist)
- PUAEQU001A Prepare and maintain response equipment

**Co-requisite units:**

- Nil
Underpinning knowledge

- principles of hydraulics (flow and pressure)
- calculations of water supply capacity
- hydraulic calculations including friction loss
- velocity
- discharge and flow rates
- jet reaction
- theoretical and effective height of a jet
- types of pumps and primers
- pump components and their principles of operation
- pump gauges and controls
- power train
- positioning pumps
- principles of operating pumps
- relay pumping
- types of foam concentrate

Underpinning skills

- prime and operate a pump
- operate a pump using gauges and controls
- position a pump
- supply water to a location using a relay pump

Resource implications

Access to a range of pumps

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

A combination of oral or written presentations, on the job and/or in a range of simulated environments

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</table>
PUAFIR406A Develop prescribed burning plans

(adapted from PUALPW056A)

UNIT DESCRIPTOR

This unit covers the development of plans for prescribed burning in areas for which the organisation is responsible to meet defined objectives through a range of strategies.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify target areas and burn objectives | 1. Areas requiring prescribed burning are identified in accordance with the organisation’s procedures  
2. Burn objectives are developed in accordance with the organisation’s procedures |
| 2. Prepare plans for prescribed burning | 1. Strategies and tactics which are suitable for the location and will meet objectives, are nominated in accordance with organisational procedures and programs  
2. Consultation with other interested parties, during the planning process, is conducted in accordance with organisational procedures  
3. Proposed strategies and tactics take into account the safety of persons and protection of property, assets and the environment  
4. Resources required and conditions for implementation of the strategies and tactics, are specified in accordance with organisational procedures |
| 3. Monitor implementation of prescribed burning plans | 1. Progress of plan implementation is monitored for compliance with organisational requirements  
2. Prescribed burning activities are recorded in accordance with organisational procedures  
3. Incidents are reported and investigated in accordance with organisational procedures |

RANGE STATEMENT

Hazards may include

- flammable vegetation
- flammable hazardous materials
- adjoining land use, proximity to urban areas

Actions may include

- assist in community protection
- hazard reduction
- vegetation management
- habitat management
- management of cultural sites

Interested parties may include

- government organisations including local, state and federal
- adjacent land owners and/or managers
- community groups with specific interests
### Safety of people may include
- people on areas adjacent to the target area
- people permanently or temporarily in the target area
- smoke management

### Protection of property and assets may include
- property and assets adjacent to the target area
- commercial crops or other assets on the target area
- cultural sites, historical buildings, etc.

### Protection of the environment may include
- native flora and fauna
- rare and endangered species
- water quality
- soil conservation
- safe use of chemical sprays
- smoke management

### Incidents may include
- fire escapes over control lines
- accidental chemical spillage
- damage to equipment and property
- damage to environment
- injury to persons
- complaints from persons or organisations

### EVIDENCE GUIDE

#### Critical aspects of evidence
It is essential for this unit that competence be demonstrated by:
- identifying wildfire hazards
- developing objectives
- meeting objectives for burn strategies and tactics
- minimising environmental impact
- recognising and consulting interested parties

#### Interdependent assessment of units
- Pre-requisite units: PUAFIR303A Suppress wildfire
- Co-requisite units: Nil

#### Underpinning knowledge
- wildfire hazards
- prescribed burning strategies
- wildfire behaviour
- organisational procedures and programs
- legislation relevant to wildfire hazard reduction
- effects of fire on vegetation, fauna and fuel accumulation
- effects of fire on areas and places of cultural significance
Underpinning skills
- community consultation and liaison
- recommending actions to be taken, communicating with others
- preparation of plans
- map reading
- measuring quantities, calculating areas

Resource implications
- travel to remote locations may be necessary

Consistency in performance
- competency demonstrated over a period of time within the range of variables

Context of assessment
- on the job and/or
- indirect evidence in the form of documentation, and/or
- discussion with the applicant and nominated referees
- simulated situations

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
PUAFIR407A Conduct prescribed burning

UNIT DESCRIPTOR
This unit covers the competency for conducting a prescribed burn.

ELEMENT | PERFORMANCE CRITERIA
---|---
1. Prepare to burn | 1. Burn plan is identified in accordance with the organisational procedures and legislative requirements
2. A contingency plan is developed based on local conditions at the time of burn and communicated to all personnel
3. Permits are obtained in accordance with organisational procedures
4. Burn notifications are issued in accordance with organisational procedures
5. Resource requirements are identified
6. Control lines are specified and prepared in accordance with organisational procedures
7. Assets are protected in accordance with organisational procedures
8. Weather conditions are monitored

2. Conduct burn | 3. Resources are gathered and deployed
4. Day of burn notifications are issued
5. Pre burn checks are conducted
6. Lighting is conducted in accordance with plan or organisational procedures
7. Burning is monitored and operational changes are made as required
8. Records are kept in accordance with organisational procedures
9. Burn operations are concluded

3. Conduct post burn activities | 10. Outcomes of the burn are assessed and reported
11. Variations from the burn plan are reported in accordance with organisational procedures
12. Restoration and rehabilitation is carried out in accordance with organisational requirements

RANGE STATEMENT
Assets to be protected
- buildings
- historic relics
- camp or recreational areas
- utilities (power and telephone lines, water supply structures, communications towers)
- research plots, reference areas
- area of rare or sensitive flora and fauna
- crops
- plantations
- other property
<table>
<thead>
<tr>
<th>Notifications may be given to persons or organisations who</th>
</tr>
</thead>
<tbody>
<tr>
<td>have an interest in the area to be burned</td>
</tr>
<tr>
<td>have an interest in adjacent land to which a burn could spread</td>
</tr>
<tr>
<td>have an interest in managing the consequences of a burn</td>
</tr>
<tr>
<td>have an interest in specific assets</td>
</tr>
<tr>
<td>may be concerned by evidence of a burn</td>
</tr>
<tr>
<td>Notification plans are required for</td>
</tr>
<tr>
<td>private land</td>
</tr>
<tr>
<td>public land</td>
</tr>
<tr>
<td>Weather conditions to be monitored</td>
</tr>
<tr>
<td>temperature, relative humidity, wind, atmospheric stability</td>
</tr>
<tr>
<td>Resources may include</td>
</tr>
<tr>
<td>experienced crew for ground ignition, trained navigators, bombardiers for aerial ignition, equipment and supplies, tankers, other vehicles, equipment, back-up, logistical support</td>
</tr>
<tr>
<td>Lighting techniques and patterns may include</td>
</tr>
<tr>
<td>ignition method</td>
</tr>
<tr>
<td>lighting pattern</td>
</tr>
<tr>
<td>ignition spacing</td>
</tr>
<tr>
<td>Burn operations may include</td>
</tr>
<tr>
<td>low intensity burns</td>
</tr>
<tr>
<td>high intensity burns</td>
</tr>
<tr>
<td>Monitoring of burning may include</td>
</tr>
<tr>
<td>observations</td>
</tr>
<tr>
<td>predictions</td>
</tr>
<tr>
<td>recording</td>
</tr>
<tr>
<td>fuel moisture content</td>
</tr>
<tr>
<td>wind speed and direction</td>
</tr>
<tr>
<td>flame height</td>
</tr>
<tr>
<td>rate of spread</td>
</tr>
<tr>
<td>smoke development</td>
</tr>
<tr>
<td>Conclusion of burning operations</td>
</tr>
<tr>
<td>patrol or burn area</td>
</tr>
<tr>
<td>mop up</td>
</tr>
<tr>
<td>black out</td>
</tr>
<tr>
<td>Contingency plans for escapes include</td>
</tr>
<tr>
<td>reasons for escape</td>
</tr>
<tr>
<td>special resources/secondary control lines</td>
</tr>
<tr>
<td>command structure</td>
</tr>
<tr>
<td>Local conditions at time of burn may include</td>
</tr>
<tr>
<td>wind strength and direction</td>
</tr>
<tr>
<td>temperature</td>
</tr>
<tr>
<td>changes in conditions</td>
</tr>
<tr>
<td>anticipated changes</td>
</tr>
</tbody>
</table>
| Restoration and rehabilitation may be required for | control lines  
vehicle tracks  
areas disturbed by tracked machinery  
revegetating damaged areas  
repairing fences |

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical aspects of evidence</strong></td>
</tr>
</tbody>
</table>
the preparation of burn plans for a designated area  
the effective conduct of a burn, utilising the appropriate resources and record action taken  
follow up activities once the burn is completed |
| **Interdependent assessment of units** | Pre-requisite units: PUAFIR303A Suppress wildfire  
Co-requisite units: Nil |
| **Underpinning knowledge** | legislative, organisational policy and procedures for conducting a prescribed burn  
types of prescribed burns  
seasonal restrictions on prescribed burns  
authorisations required for conducting a burn  
high and low intensity prescribed burns  
ignition patterns and techniques  
developing a prescription  
resource requirements  
procedures for monitoring prescribed burns and securing burn area |
| **Underpinning skills** | developing a prescribed burn  
conducting high and low intensity prescribed burns  
establishing control lines for prescribed burns  
developing a contingency plan  
monitoring the burn  
undertaking patrol activities |
| **Resource implications** | Access to a range of controlled or simulated fires  
lighting equipment |
| **Consistency in performance** | Evidence should be gathered over a period of time in a range of actual or simulated workplace environments |
**Context of assessment**

Evidence of competence may be demonstrated on the job and/or in a simulated environment

<table>
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<tr>
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</tbody>
</table>
PUAFIR501A Conduct fire investigation and analysis activities

UNIT DESCRIPTOR
This unit covers the competency associated with the planning for fire investigations; the collection and recording of evidence and information; preparing personnel to give evidence at proceedings and the evaluation/analysis of a fire/incident investigation.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan fire/incident investigation and analysis activities</td>
<td>1. The roles and responsibilities of the government and non-government organisations involved in fire/incident investigation are identified</td>
</tr>
<tr>
<td></td>
<td>2. Procedures and protocols for the cooperation and coordination of relevant organisations involved in the fire/incident investigation are identified, agreed and implemented</td>
</tr>
<tr>
<td></td>
<td>3. Strategies required to conduct a fire/incident investigation and analysis are identified and implemented in accordance with the organisation’s procedures</td>
</tr>
<tr>
<td></td>
<td>4. Preliminary and background information concerning the context of the fire/incident investigation is prepared</td>
</tr>
<tr>
<td></td>
<td>5. The relevant legislative requirements that impact on the collection and recording of evidence are identified</td>
</tr>
<tr>
<td></td>
<td>6. Evidence and information gathering process at the incident site is planned in accordance with organisation and legislative requirements, environmental conditions and resource availability</td>
</tr>
<tr>
<td></td>
<td>7. Required fire investigation equipment and resources for the incident are identified and assembled</td>
</tr>
<tr>
<td>2. Collect, collate and preserve evidence</td>
<td>1. The methods and techniques of evidence and information collection appropriate to the investigation are applied in accordance with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2. The various types of evidence and information pertinent to the investigation are recorded and/or collected in accordance with organisational and legislative procedures</td>
</tr>
<tr>
<td></td>
<td>3. The procedures for continuity and preservation of evidence are followed in accordance with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>4. Appropriate packaging and identification techniques for the transportation of evidence for the purpose of laboratory testing are implemented</td>
</tr>
<tr>
<td>3. Determine cause and origin of fire</td>
<td>1. The procedures required to determine the origin and cause of fire are followed</td>
</tr>
<tr>
<td></td>
<td>2. Assistance is rendered to laboratory personnel and specialist organisations in accordance with organisational procedures</td>
</tr>
<tr>
<td></td>
<td>3. Physical evidence that can lead to the determination of the origin and cause of fire is identified and examined</td>
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<tr>
<td></td>
<td>4. Preliminary findings are documented and validated in accordance with organisational procedures</td>
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<tr>
<td></td>
<td>5. The cause and origin of fire is determined</td>
</tr>
<tr>
<td></td>
<td>6. Findings, methodologies, support data and briefing notes are documented in accordance with organisational and legislative procedures</td>
</tr>
</tbody>
</table>
4. Conduct analysis of incident

1. Information relating to incident is gathered in accordance with the organisation’s policies and procedures
2. Information relating to incident is evaluated in accordance with the organisation’s procedures

5. Record and report information collected

1. Relevant organisation/legislative requirements for the recording, reporting and producing of information for a fire/incident investigation are implemented

6. Prepare personnel for proceedings

1. Briefings are held with counsel as required
2. Other personnel involved in the proceedings are briefed
3. Additional information and/or clarification of fire/incident investigation procedures/findings are provided as required
4. Protocols for giving of evidence at a coronial/civil/criminal proceeding are followed

7. Review and evaluate fire/incident investigation

1. Outcomes of proceedings are reviewed to ensure knowledge of investigations, trends and precedents is current
2. Changes to an organisation’s policy and procedures arising from rulings and decisions are formulated and reported
3. Post incident analysis documentation is completed in accordance with the organisation’s requirements
4. Fire/incident cause determination/documentation/recommendations are forwarded according to the organisation’s procedures

**RANGE STATEMENT**

<table>
<thead>
<tr>
<th>Evidence must include</th>
<th>video tapes, audio tapes, drawings, photographs, plans, manifests, documents, personal notes, physical evidence, debris, soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigative procedures must include</td>
<td>canvass witnesses, conduct examinations, advise and cooperate with other agencies, take notes and photographs, make sketches and maps, collect and secure physical evidence, collect, collate and analyse information, conduct interview, prepare reports, produce information</td>
</tr>
<tr>
<td>Evidence preservation must include</td>
<td>chain of evidence recording, tagging secure encasements, log of events</td>
</tr>
<tr>
<td>Packaging of evidence may include</td>
<td>non-lined tins, non-leaching bags, glass receptacles, gas sampling equipment, rigid and non-rigid receptacles</td>
</tr>
<tr>
<td>Causes of fire may include</td>
<td>electrical origin, gas explosion, gas, accidental or deliberate nature, motor vehicles, flammable liquids, chemical, mechanical defect, lightning, environmental or natural occurrences, matches and lighters, smoking, spontaneous combustion</td>
</tr>
<tr>
<td>Liaison with specialist personnel may include</td>
<td>laboratory technicians, forensic specialist, insurance investigators, medical examiners, lawyers, crime scene police, arson squad, other relevant authorities</td>
</tr>
<tr>
<td>Protocols for giving evidence must include</td>
<td>court procedures, court practices, pre-court briefings, rules of evidence</td>
</tr>
<tr>
<td>Review of information may include</td>
<td>incidence mapping, databases, journals, correspondence, Internet, inter-organisation activities, intra-organisation activities</td>
</tr>
<tr>
<td>Post investigation documentation may include</td>
<td>statements, pro formas, photographs, tape recordings</td>
</tr>
</tbody>
</table>

**EVIDENCE GUIDE**

**Critical aspects of evidence**
- It is essential for this unit that competence is demonstrated in:
  - securing the scene and preserving the evidence
  - determining the point of origin and cause of fire
  - distinguishing between fires that are caused deliberately or accidentally, negligently and naturally lit
  - collecting evidence in accordance with legislative requirements

**Interdependent assessment of units**
- Pre-requisite units: PUALAW001A Protect and preserve incident scene
- Co-requisite units: Nil

**Underpinning knowledge**
- factors affecting fire behaviour
- security of the scene/scene contamination and preservation
- examination of the fire scene
- determining point of origin by deductive evidence
- collection of physical evidence
- distinguishing between fires that are accidentally, negligently and deliberately or naturally lit
- matching evidence to proof of point and offence provisions
- differences between fire conditions
- fatality and criminal involvement procedures
- role of expert witnesses
- motives of the fire setter
- legal implications of evidence collection and legislative requirements

**Underpinning skills**
- communication
- handling of dangerous goods and hazardous substances
- cooperation with community groups
- evidence packaging techniques
- demonstrated evidence gathering techniques
- conducting briefings
- cooperating with other organisations and community groups
Resource implications

Required fire investigation equipment and resources
real or simulated test fire sites (forest/rural)
training building with appropriate fire investigation training
rooms, fire crews and pumpers, thermal detection equipment,
appropriate protective equipment, classrooms equipped with
computers and appropriate training aids, text and reference
materials, and appropriate role play scripts for the appropriate
personnel (police, barristers, solicitors, forensic scientist,
insurance adjustors and investigators)

Consistency in performance

Evidence should be gathered over a period of time in a range of
actual or simulated workplace environments

Context of assessment

On the job or use of simulations or exercises to demonstrate
competence in the unit. Verbal or written questions may be used
to support the gathering of evidence

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
PUAFIR509A Implement prevention strategies

UNIT DESCRIPTOR
This unit covers the competency to implement public safety risk prevention strategies which can be used to reduce the risk to the community.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide advice on prevention strategy</td>
<td>1. Public safety risk prevention strategies are identified taking into account available information on hazards and environmental conditions 2. Public safety risk prevention strategies are assessed against organisation’s criteria 3. Advice is provided to local forums on public safety risk prevention strategies in accordance with organisational policy and procedures 4. Advice provided takes into account type of risk, locality, and protection of life, property and the environment</td>
</tr>
<tr>
<td>2. Implement and monitor prevention strategies</td>
<td>1. Risk prevention activity is implemented in accordance with selected strategies 2. Prevention activities are communicated to and coordinated with relevant authorities and other responsible organisations 3. Progress reports are provided to stakeholders in line with organisational policies and procedures</td>
</tr>
<tr>
<td>3. Review implementation of prevention strategies</td>
<td>1. Stakeholders are advised of the outcome of the implementation in line with organisational policy and procedures 2. Recommendations are documented and provided to appropriate personnel as proposed amendments to prevention strategies</td>
</tr>
</tbody>
</table>

RANGE STATEMENT
Relevant authorities and other responsible organisations may include operative and support organisations other emergency organisations water, gas and power agencies welfare and counselling organisations medical organisations equipment suppliers contractors community service organisations land management agencies Federal, State and local government authorities
### Local forums may include
- local councils
- local emergency management committees
- community groups
- schools

### Documentation may include
- emergency procedures
- standard operating procedures
- relevant Australian or international documentation disaster/ emergency management
- organisational and workplace operating procedures and policies
- evacuation procedures
- occupational health and safety procedures
- applicable State/Territory, Commonwealth legislation and regulations
- risk and hazard analysis

### Applicable legislation, regulations and organisational requirements may include
- State/Territory and Commonwealth legislation and regulations relating to public safety
- state of emergency
- Occupational Health and Safety regulations and legislation
- industrial relations
- workers’ compensation
- privacy and confidentiality legislation
- freedom of information
- environment protection legislation
- equal opportunity
- equal employment opportunity and affirmative action legislation
- standards and certification requirements
- quality assurance procedures
- memorandum of understanding/ agreement
- conventions
- protocols
- policies
- codes of practice
- procurement procedures
- mental health work (non clinical)
- Community Services and Health Training Australia
### Stakeholders may include

- staff
- career and volunteer personnel
- client groups
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- Members of Parliament

### Public Safety risk prevention strategies may include

- all aspects of comprehensive emergency management evolved from considering prevention/ mitigation
- preparedness
- response and recovery including safety standards
- legislation and regulation
- building codes
- land use management
- public education
- emergency management planning
- mutual aid agreements
- training and exercises
- warning systems
- critical incident stress management
- community restoration
- mobilising resources
- implementing plans
- financial support
- restoration and reconstruction
- prescribed burning

### Assessment of strategies may include

- determination of advantages
- disadvantages
- deficiencies and limitations
- costs and benefits
| Sources of risk may include | commercial and legal relationships  
economic  
human behaviour  
natural events  
political circumstances  
technology/ technical issues  
management activities and controls  
individual activities |
|---------------------------|------------------------------------------------------------------------|
| Organisational documentation may include | emergency/disaster management plans  
standard operating procedures  
policies and procedures and guidelines |
| Community information may include | community information booklets  
local media  
local council  
local emergency service personnel |
| Communication strategies may include | meetings  
letters  
facsimile  
electronic transmission of information  
small group or individual verbal communication |
| Communicating to promote understanding may include | using plain English (or appropriate community language)  
avoidance of technical terminology and jargon  
taking account of education levels  
literacy levels  
English language levels  
familiarity with technical terms  
may require use of interpreter or community liaison officer  
positive relations with stakeholders may be promoted by facilitating open communication and responding promptly to queries |
| Organisation’s criteria for selection of public safety management intervention strategies may include | equity  
timing  
leverage for further vulnerability-reducing action, cost effectiveness  
administrative efficiency  
continuity of effects  
compatibility with other strategies |
Organisational policy and procedures may vary between sectors and organisations and may include:

- jurisdictional authority
- effects on economy
- effects on environment
- possibility of vulnerability creation
- vulnerability reduction potential
- public and pressure group reaction
- effects on individual freedom
- legislation relevant to the public safety risk prevention strategies
- legislation relevant to the organisation
- operational, corporate and strategic plans
- standard operating procedures
- operational performance standards
- organisational personnel practices and guidelines
- organisational quality standards

**EVIDENCE GUIDE**

**Critical aspects of evidence**

It is essential for this unit that competence be demonstrated in ability to effectively implement the selected public safety risk prevention strategy.

**Interdependent assessment of units**

Pre-requisite units: PUACOM011A Develop community awareness networks (Fire Specific)

Co-requisite units: Nil

**Underpinning knowledge**

- legislative requirements relevant to emergency management
- problem solving and decision making techniques
- emergency management concepts and principles
- techniques for the prioritisation and evaluation of public safety risk management systems
- organisation’s policy and procedures

**Underpinning skills**

- resolve conflicts
- ability to negotiate
- analyse needs
- communication

**Resource implications**

For the demonstration of competence in this unit it will be necessary to provide a real life environment and/or simulations based on real life incidents. These resources may involve complex scenarios sufficient to allow evidence to be gathered from a variety of sources and stakeholders on more than one occasion and over an extended period of time.
Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>
PUALAW001A Protect and preserve incident scene

UNIT DESCRIPTOR

This unit covers the competency required, on arrival at the scene of an accident or incident, to conduct initial assessment, take action to maintain public safety and preserve the scene, and note and record details and information.

The unit is particularly applicable in cases where organisation personnel are the first to arrive at the scene of an accident or incident.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Secure and preserve scene | 1. Initial assessment is participated in to identify factors which will impact on public safety and scene preservation  
2. Incident/accident scene is effectively secured to preserve the scene and maintain public safety in line with legislative requirements |
| 2. Record and report details of incident scene | 1. Details of the scene are noted, recorded and reported according to organisation's policies and procedures  
2. Witness details and information volunteered are recorded in accordance with organisational and legislative requirements  
3. Information is communicated to relevant personnel in line with organisation's procedures |

RANGE STATEMENT

Incident scene may include urban fire  
wild fire  
vehicle fire  
crime scene  
search for missing persons or evidence  
vehicle accident  
natural disaster  
industrial/mining accident  
incident involving death or injury to person or damage to property  
urban scene  
rural scene  
indoor scene  
outdoor scene  
animal incident  
marine  
aircraft  
train  
explosions  
hazardous materials
| Assessment of scene may be conducted | at scene  
en route to and from scene |
| Factors impacting may include | public safety risk factors including factors that could impact on the safety of investigators  
response team  
the security/preservation of the actual site  
the security and preservation of situational evidence  
traffic  
tactical factors affecting the quality of the investigation including environmental circumstances  
chronology of events  
access to scene  
number of persons at scene  
availability of support services  
boundaries |
| Persons at scene may include | incident scene specialists  
forensic experts  
potential witnesses  
victims  
other bystanders  
personnel from other organisations  
media  
coroners  
pathologists  
medical practitioners  
undertakers  
forensic accountants  
information technology consultants  
legal officers  
owners and/or occupiers |
| Security of scene may be affected by | topography  
climatic conditions  
human interference  
animal interference  
preservation of life/property  
structural integrity  
availability of personnel |
<table>
<thead>
<tr>
<th>Securing scene may include</th>
<th>removing non-emergency personnel from scene</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>isolating scene</td>
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<tr>
<td></td>
<td>erecting barriers</td>
</tr>
<tr>
<td>Details of scene may include</td>
<td>date</td>
</tr>
<tr>
<td></td>
<td>time</td>
</tr>
<tr>
<td></td>
<td>location</td>
</tr>
<tr>
<td></td>
<td>damage</td>
</tr>
<tr>
<td></td>
<td>persons present</td>
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<tr>
<td></td>
<td>property involved</td>
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<tr>
<td></td>
<td>possible causes</td>
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<td></td>
<td>items of evidence</td>
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<tr>
<td></td>
<td>injuries</td>
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<td></td>
<td>status of utilities services such as broken water pipes</td>
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<td></td>
<td>animal species present</td>
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<td>flora</td>
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<td></td>
<td>fauna</td>
</tr>
<tr>
<td></td>
<td>size and construction of building</td>
</tr>
<tr>
<td></td>
<td>occupancy</td>
</tr>
<tr>
<td></td>
<td>insurance details</td>
</tr>
<tr>
<td>Witness details may include</td>
<td>name</td>
</tr>
<tr>
<td></td>
<td>contact details</td>
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<tr>
<td></td>
<td>other details in accordance with organisation’s policies and procedures</td>
</tr>
<tr>
<td>Relevant personnel may include</td>
<td>supervisor</td>
</tr>
<tr>
<td></td>
<td>team leader</td>
</tr>
<tr>
<td></td>
<td>police</td>
</tr>
<tr>
<td></td>
<td>investigating officer</td>
</tr>
<tr>
<td></td>
<td>other organisation’s personnel</td>
</tr>
<tr>
<td>Communication may include</td>
<td>verbal</td>
</tr>
<tr>
<td></td>
<td>completing standard forms</td>
</tr>
<tr>
<td></td>
<td>written</td>
</tr>
<tr>
<td>Recording and reporting may include</td>
<td>taking notes</td>
</tr>
<tr>
<td></td>
<td>completing standard forms</td>
</tr>
<tr>
<td></td>
<td>making sketches</td>
</tr>
<tr>
<td></td>
<td>taking photographs</td>
</tr>
<tr>
<td></td>
<td>taping</td>
</tr>
<tr>
<td></td>
<td>electronic videoing</td>
</tr>
</tbody>
</table>
Preserving scene may include
- preserving evidence and the area of origin

Organisational and legislative requirements may vary between sectors and organisations and may include
- legislation relevant to the operation/incident/response
- legislation relevant to the organisation
- operational
- corporate and strategic plans
- operational procedures
- operational performance standards
- organisation's personnel practices and guidelines
- organisation's quality standards

**EVIDENCE GUIDE**

<table>
<thead>
<tr>
<th>Critical aspects of evidence</th>
<th>Demonstrated ability to effectively secure scene and record and report details in accordance with the organisation’s policies and procedures</th>
</tr>
</thead>
</table>
| Interdependent assessment of units | Pre-requisite units: Nil  
Co-requisite units: Nil |

**Underpinning knowledge**
- legislative and organisation requirements relating to scene preservation
- methods of securing scene
- organisation requirements for taking witness details and information
- regulatory requirements for taking witness details and information
- techniques for estimating distance
- techniques for removing public from scene
- types of information which may assist in investigations

**Underpinning skills**
- listening
- note taking
- observation
- questioning
- reporting

**Resource implications**
- No special requirements

**Consistency in performance**
- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of assessment

Performance at an incident, exercise or simulation is required to demonstrate competence in this unit. Written or verbal questions may be used as supporting evidence.

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
</tr>
</tbody>
</table>
PUALAW002A Conduct initial investigation at incident scene

UNIT DESCRIPTOR
This unit covers the competency required to gather and collate information and obvious and accessible physical evidence from the scene of an incident and identifying potential witnesses.

**Note:** It does not cover the specialist skills required to interpret the evidence gathered, or the specialist skills required to gather specific evidence.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Conduct initial assessment of scene | 1. Scene is assessed with regard to occupational health and safety and all actions are undertaken in line with organisation’s policies, procedures, guidelines and duty of care requirements  
2. Communication is established with the senior investigating officer and liaison is maintained throughout the investigation  
3. Circumstances surrounding the scene are ascertained from visual assessment and reports from other personnel  
4. Scene boundary is defined/redefined as required to preserve physical evidence for collection  
5. Obvious and accessible physical evidence is located and, where appropriate, protected from possible contamination |
| 2. Control integrity of scene | 1. Appropriate arrangements for scene access and egress are established and maintained  
2. All non-essential persons are removed from the scene and relevant details are recorded accurately and legibly in accordance with organisation and regulatory procedures  
3. Additional resources are identified and accessed to secure incident scene  
4. The personal and health and safety needs of those involved in the incident are attended to |
| 3. Examine scene | 1. An appropriate search pattern is instigated in accordance with instructions from senior investigating officer to ensure all evidence is located and preserved  
2. Details of the scene are recorded comprehensively and accurately in line with organisation’s operating procedures  
3. Evidence is located, collected, packaged, labelled and stored to ensure preservation for further post-scene examination  
4. An accurate log of all evidence is maintained  
5. Scenes are correctly assessed for future investigative requirements and appropriate persons notified |
| 4. Identify potential witnesses and initial statements recorded | 1. Bystanders are canvassed to identify potential witnesses  
2. Details of potential witnesses are recorded  
3. Appropriate recording practices are used that are in accordance with legislative and regulatory requirements and organisation’s policies and procedures |
**RANGE STATEMENT**

<table>
<thead>
<tr>
<th>Initial investigation</th>
<th>those enquiries conducted by the first public safety official on scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident scene may include</td>
<td>structural fire</td>
</tr>
<tr>
<td></td>
<td>wild fire</td>
</tr>
<tr>
<td></td>
<td>vehicle fire</td>
</tr>
<tr>
<td></td>
<td>crime scene</td>
</tr>
<tr>
<td></td>
<td>vehicle accident</td>
</tr>
<tr>
<td></td>
<td>natural disaster</td>
</tr>
<tr>
<td></td>
<td>industrial/mining accidents and incidents</td>
</tr>
<tr>
<td></td>
<td>accident/incident involving death or injury to person or damage to property</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident scene may be</th>
<th>indoor or outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in a rural or urban environment</td>
</tr>
</tbody>
</table>

| Incident scene may be affected by | prevailing weather and require additional resources to preserve and protect incident scene |

<table>
<thead>
<tr>
<th>Security of an incident scene may be affected by</th>
<th>topography</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>climatic conditions</td>
</tr>
<tr>
<td></td>
<td>human interference</td>
</tr>
<tr>
<td></td>
<td>animal interference</td>
</tr>
<tr>
<td></td>
<td>preservation of life/property</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public safety risk factors include</th>
<th>those factors at the incident scene that could impact on: the safety of investigators; the security/preservation of the actual site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the security and preservation of situational evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investigating incident scenes may include</th>
<th>dangerous or distasteful conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and may involve handling injured or deceased persons</td>
</tr>
</tbody>
</table>
## Circumstances surrounding scene may include
- sequence of events
- possible causes
- people involved
- property involved
- victims
- suspects
- witnesses
- damage
- injury
- organisation personnel involved
- other agencies involved
- current status of investigation
- action taken to date

## Tactical factors may include
- environmental circumstances
- chronology of events
- access to scene
- number of persons at scene
- availability of support services
- boundaries

## Persons at incident scene may include
- Incident scene specialists and forensic experts; witnesses
- victims
- other bystanders; police and emergency services; media; coroners
- pathologists
- medical practitioners
- undertakers; forensic accountants
- information technology consultants and legal officers

## Activities at incident scenes may be recorded by
- running sheets
- exhibit logs
- receipts and personnel movement
- video photography
<table>
<thead>
<tr>
<th>Physical evidence may include</th>
<th>shoe impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tyre prints</td>
</tr>
<tr>
<td></td>
<td>skid marks</td>
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<tr>
<td></td>
<td>fingerprints</td>
</tr>
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<td></td>
<td>containers</td>
</tr>
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<td></td>
<td>fibres</td>
</tr>
<tr>
<td></td>
<td>flammable and combustible liquids</td>
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<td></td>
<td>tool marks</td>
</tr>
<tr>
<td></td>
<td>bloodstains</td>
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<td></td>
<td>identifying numbers</td>
</tr>
<tr>
<td></td>
<td>bodily fluids</td>
</tr>
<tr>
<td></td>
<td>burn patterns</td>
</tr>
<tr>
<td>Methods of collection may include</td>
<td>vacuuming</td>
</tr>
<tr>
<td></td>
<td>tape lifts</td>
</tr>
<tr>
<td></td>
<td>shovelling</td>
</tr>
<tr>
<td></td>
<td>photographing</td>
</tr>
<tr>
<td></td>
<td>casing</td>
</tr>
<tr>
<td>Methods of packaging may include</td>
<td>metal containers</td>
</tr>
<tr>
<td></td>
<td>plastic bags</td>
</tr>
<tr>
<td></td>
<td>paper bags</td>
</tr>
<tr>
<td></td>
<td>glass vials</td>
</tr>
<tr>
<td>Additional resources may include</td>
<td>organisation personnel</td>
</tr>
<tr>
<td></td>
<td>other organisation personnel</td>
</tr>
<tr>
<td></td>
<td>expert personnel</td>
</tr>
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<td></td>
<td>audio visual services</td>
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<td></td>
<td>emergency lighting</td>
</tr>
<tr>
<td></td>
<td>forensic personnel</td>
</tr>
<tr>
<td>Relevant details from persons may include</td>
<td>name</td>
</tr>
<tr>
<td></td>
<td>contact details</td>
</tr>
<tr>
<td></td>
<td>other details in accordance with standard operating procedures</td>
</tr>
<tr>
<td>Liaison with investigating officer may include</td>
<td>professional and technical advice</td>
</tr>
<tr>
<td></td>
<td>identification of avenues of inquiry</td>
</tr>
<tr>
<td></td>
<td>significance of located evidence</td>
</tr>
</tbody>
</table>
### Arrangements for scene access and egress
- clear brief as to who has control of access
- physical barriers may also be required
- roster guards
- limit entry to essential personnel
- delegation of authority to control entry
- record all persons who enter or depart the scene and reasons

### Arrangements to protect integrity of evidence
- roster scene guards
- cover evidence
- may require removal of evidence to ensure its protection

### Details of scene
- time
- date
- location
- damage to property
- injury to persons
- personnel present
- physical details of scene
- evidence

### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects of evidence</th>
<th>Correct application of legislative requirements and organisation policies and procedures in all situations</th>
</tr>
</thead>
</table>
| Interdependent assessment of units | Pre-requisite units: Nil  
Co-requisite units: Nil |
| Underpinning knowledge | anti discrimination public safety  
appropriate use of interpreting services  
collection and recording of various types of evidence ranging from large objects to minute traces  
details of scene  
equal employment opportunity  
features and use of a variety of specialised equipment to search  
functions and roles of other professionals and experts  
incident scene protection and preservation  
indicators of emotional distress  
indicators of need for specialised investigations  
legislative requirements relating to occupational health and safety  
policies and procedures relating to occupational health and safety |
policies and procedures relating to recording details of persons
public safety and duty of care at accident/incident scene
recognition
record and collect evidence
shock
taking and compiling statements
taking of statements

Underpinning skills
accurate written recording and compilation of interviews and statements
attention to detail
implementing methodical and systematic approach
listening to bystanders
putting bystanders at ease
questioning bystanders
use of recording and specialised evidence collection equipment
working with a variety of professionals

Resource implications
No special requirements

Consistency in performance
Evidence will need to be gathered over time in a range of actual and/or simulated environment

Context of assessment
A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team

<table>
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</tbody>
</table>
PUAOHS002A Maintain safety at an incident scene

UNIT DESCRIPTOR

This unit covers the competency to recognise potential health and safety risks and take action to eliminate or control those risks at incident scenes, to prevent injury to self, other personnel or members of the public.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Determine hazards at incident site | 1. Issues affecting safety of self and other personnel are established by identification of hazards and assessment of risks, and by liaison with others at the scene  
2. Relevant operational safety procedures are implemented in accordance with organisation’s policies  
3. Duties are undertaken in line with organisational health and safety codes of practice and relevant legislation |
| 2. Implement hazard controls at incident scene | 1. Hazards are identified and mitigation procedures are selected in line with work instructions and procedures  
2. Hazardous situations rectified where possible and reported and/or recorded according to organisation’s policies and procedures  
3. Changes in situation and/or conditions are reported immediately to designated person  
4. Hazard controls are monitored and communicated to relevant personnel to ensure continuing effectiveness  
5. Hazard control and mitigation measures are implemented with minimum damage to the environment, while maintaining safety of self and others  
6. Incident/accident scene is effectively secured to preserve the scene and maintain public safety in line with legislative requirements |
| 3. Maintain personal safety | 1. Personal protective clothing and equipment is selected and checked according to organisational procedures to ensure it is operational prior to entry into incident situation  
2. Personal protective clothing and equipment appropriate to dealing with the hazard is worn/fitted and used in accordance with organisation’s policies and procedures and manufacturer’s guidelines  
3. Water and food intake, rest breaks and shelter requirements are maintained  
4. Survival technique strategies are implemented in accordance with organisation’s policies and guidelines |
| 4. Contribute to maintaining safety of other work group members | 1. Impact of own actions on safety of others is recognised  
2. Contact is maintained at all times with other work group members  
3. Signals are correctly used, interpreted, confirmed and acted upon in a timely manner |
4. Warnings of hazardous situations are clearly relayed to work group members using appropriate terminology and codes.
5. Assistance is given to work group members in danger in accordance with standard operating procedures, ensuring personal safety is maintained.

RANGE STATEMENT

<table>
<thead>
<tr>
<th>Working environment may be</th>
<th>hazardous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>unpredictable</td>
</tr>
<tr>
<td></td>
<td>subject to time pressure</td>
</tr>
<tr>
<td></td>
<td>chaotic and expose responders to risk</td>
</tr>
<tr>
<td>Public Safety workplaces include</td>
<td>any location where a Public Safety incident occurs</td>
</tr>
<tr>
<td>Response situation includes</td>
<td>single and multi agency response situations</td>
</tr>
<tr>
<td>Risk is</td>
<td>the likelihood of injury or damage occurring and the potential consequences of any injury or damage</td>
</tr>
<tr>
<td>Hazards include</td>
<td>all potential sources of injury or damage to property or the environment including identified and potential hazards to persons</td>
</tr>
<tr>
<td></td>
<td>equipment or the environment</td>
</tr>
<tr>
<td>Incidents may include</td>
<td>a variety of natural or man made events including but not limited to rescues and extrications (flood)</td>
</tr>
<tr>
<td></td>
<td>storm</td>
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<tr>
<td></td>
<td>tempest</td>
</tr>
<tr>
<td></td>
<td>natural disaster</td>
</tr>
<tr>
<td></td>
<td>vehicle</td>
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<tr>
<td></td>
<td>aircraft</td>
</tr>
<tr>
<td></td>
<td>rail</td>
</tr>
<tr>
<td></td>
<td>industrial</td>
</tr>
<tr>
<td></td>
<td>civil defence</td>
</tr>
<tr>
<td></td>
<td>fires (structural</td>
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<tr>
<td></td>
<td>wild</td>
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<tr>
<td></td>
<td>prescribed burning)</td>
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<tr>
<td></td>
<td>search and rescue (urban</td>
</tr>
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<td></td>
<td>rural</td>
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<td></td>
<td>sea)</td>
</tr>
<tr>
<td></td>
<td>hazardous materials and dangerous goods</td>
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<tr>
<td><strong>Hazardous materials may include</strong></td>
<td>thermal</td>
</tr>
<tr>
<td></td>
<td>mechanical</td>
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<tr>
<td></td>
<td>explosives</td>
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<td></td>
<td>toxic</td>
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<tr>
<td></td>
<td>corrosive</td>
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<tr>
<td></td>
<td>asphyxiant</td>
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<td></td>
<td>radiation</td>
</tr>
<tr>
<td></td>
<td>etiological hazards</td>
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<tr>
<td></td>
<td>mutagenic materials</td>
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<tr>
<td><strong>Biological hazards may include</strong></td>
<td>bacteria</td>
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<tr>
<td></td>
<td>viruses</td>
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<td></td>
<td>fungi and yeasts</td>
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<td></td>
<td>including exotic organisms</td>
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<td><strong>Physical hazards may include</strong></td>
<td>noise</td>
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<tr>
<td></td>
<td>slippery surfaces</td>
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<tr>
<td></td>
<td>poor visibility</td>
</tr>
<tr>
<td></td>
<td>smoky environments</td>
</tr>
<tr>
<td></td>
<td>fallen/falling objects</td>
</tr>
<tr>
<td></td>
<td>fatigue</td>
</tr>
<tr>
<td><strong>Electrical hazards may include</strong></td>
<td>pole fires</td>
</tr>
<tr>
<td></td>
<td>electrical fires</td>
</tr>
<tr>
<td></td>
<td>electricity in damaged/burning structures</td>
</tr>
<tr>
<td></td>
<td>energised vehicles/structures due to downed wires</td>
</tr>
<tr>
<td><strong>Manual handling hazards may include</strong></td>
<td>heavy objects</td>
</tr>
<tr>
<td></td>
<td>content and shape of containers</td>
</tr>
</tbody>
</table>
### Environmental hazards may include
- temperature
- darkness
- fire
- snow
- floods
- winds
- rain
- hail
- flora
- fauna
- postural restrictions and access
- terrain
- traffic

### Hazard control measures may include
- erection of barriers
- establishment of control zone
- use of spill clean up kits
- use of electrically insulated tools and equipment
- vehicle protection hoses and devices
- life support equipment (heat radiation shielded crew cabin vehicle cabins with/without sprays)
- entry control procedures to hazardous areas
- decontamination

### Relevant legislation may include
- state or territory occupational health and safety acts and regulations

### Personal protective clothing and equipment may include
- breathing apparatus
- personal lines
- air lines
- personal distress units
- respiratory protection
- protective hoods
- goggles
- hearing protectors
- sunscreen
- chemical protective clothing
- personal flotation devices
- wet suits
- turnout uniform
- gloves
Hard hat  
safety boots  
overalls  
chainsaw chaps  
bullet proof vests  
firearms  
batons  
handcuffs

**Hazard control equipment may include**  
- atmospheric monitoring equipment  
- meteorological equipment  
- radiation monitoring equipment  
- oxygen meters  
- flammable gas detectors

**Reporting may include**  
- verbal  
- written reports  
- completing standard forms  
- logs  
- sitreps  
- note taking  
- logging entry to hazardous areas

**Designated person may include**  
- supervisor  
- team leader  
- workplace occupational health and safety representative  
- officer in charge

**Survival strategies which maybe applied in**  
- buildings  
- wildfire situations  
- water  
- extreme heat or cold

**Factors which may require monitoring may include**  
- traffic  
- weather conditions  
- vegetation type  
- spectators  
- temperature  
- structural integrity  
- relative humidity  
- slope
terrain
water supply/pressure
fire development
stream flows
suspect atmospheres

Contact with other personnel may include
visual
vocal
touch
radio
audible warnings
signalling

EVIDENCE GUIDE

Critical aspects of evidence
It is essential for this unit that competence be demonstrated in maintaining personal safety and safety of others

Pre-requisite units: PUAFIR201A Prevent Injury (Fire Specific)
Co-requisite units: Nil

Interdependent assessment of units

Underpinning knowledge
accidents and incidents
commonly encountered hazards and procedures and safety precautions to prevent injury on encountering various hazards
employee responsibilities and obligations
food intake
hazards
heat induced illness—factors leading to prevention injuries
labelling and storage of hazardous substances
manual handling hazards
means of relaying warnings to other personnel
methods of hazard control and reporting
organisation’s occupational health and safety policy
problems associated with insufficient water intake
procedures for investigating injuries
procedures for participating in occupational health and safety arrangements
procedures for reporting hazards
protection
relevant standard operating procedures
respiratory system—functions
rest breaks
State and Territory occupational health and safety requirements
survival techniques for various situations
symptoms and treatment
techniques and aids
use and limitations of relevant protective clothing and equipment

**Underpinning skills**
- communicate non-verbally and verbally
- follow procedures and instructions
- record information
- use communication equipment
- work with others in a team situation

**Resource implications**
A range of protective clothing and equipment may be required

**Consistency in performance**
Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

**Context of assessment**
A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence

**KEY COMPETENCIES**

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<th>Collect, Analyse &amp; Organise Information</th>
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</table>
PUAOPE001A Supervise response

UNIT DESCRIPTOR

This unit covers the competency to supervise a response by a small team to incidents and may include the use of aircraft, which are time critical and/or potentially threatening to life, property or the environment.

The unit includes the competency to proceed to the incident, assess the incident, and plan and implement an operational response and post-response activities.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</table>
| 1. Receive incident response request | 1. Requests for response are received and dealt with in accordance with organisational policy and guidelines  
2. Relevant incident information is obtained and assessed to enable personnel to make appropriate preparations  
3. An appropriate response is determined according to the type of incident and information available in accordance with organisational policies and procedures  
4. The location of the incident and the most appropriate route to the incident are ascertained |
| 2. Proceed to incident | 1. Personnel, equipment and transport resources are dispatched promptly, consistent with the nature of the incident and the information available  
2. Communication is established and maintained  
3. An appropriate route to the incident is followed to minimise response time  
4. En-route hazards are recognised and negotiated to minimise risk  
5. Multi-vehicle response is conducted in accordance with the organisation's procedures |
| 3. Assess the incident | 1. Observations are made en route to assist with incident assessments  
2. Assigned personnel's arrival at the incident is confirmed according to organisational policies and procedures  
3. Communication with on-site personnel is established  
4. An initial assessment of the incident is carried out promptly  
5. Hazards or potential hazards are assessed and minimised or controlled  
6. Assigned resources to deal with the incident are established at the earliest opportunity  
7. The need for additional resources is identified and resources requested in accordance with organisational policy and procedures  
8. Hazards are monitored during the incidents and changes in the situation acted upon |
4. Plan and implement an operational response to the incident

1. A safe and effective operational environment is established and maintained in accordance with occupational health and safety guidelines and organisation’s policies and procedures
2. Incident information is communicated to assigned personnel clearly, accurately and in a timely manner
3. Incident plan is developed based on available information and organisational procedures
4. Strategies and tactics are determined and tasks allocated to appropriate personnel
5. An incident plan is implemented, continually monitored, reported and reviewed in the light of additional information and communicated in accordance with the organisation’s policies and procedures
6. Leadership and supervision are provided to ensure that performance and practice are to operational standards
7. Appropriate equipment and materials are deployed to deal with the incident
8. Changes in the incident plan are communicated to relevant personnel and organisations

5. Conclude operation

1. Incident is terminated in accordance with the organisation’s procedures
2. Incident records of incident actions and decisions are maintained in accordance with the organisation’s requirements
3. Incident assessment is conducted in accordance with the organisation’s requirements

6. Supervise post-response activities

1. Equipment cleaning, repair, storage and replenishment is supervised
2. Debriefing requirements are met
3. Post operation reports are prepared to organisation’s requirements
4. Welfare of team members is monitored and appropriate action taken

RANGE STATEMENT

Incidents may include

| fires | public disorder |
| crime | flood |
| storms | accident |
| hazardous materials incidents | rescues |
| Transport may include          | on-road     |
|                               | off-road    |
|                               | aviation    |
|                               | maritime    |
| En route hazards may include  | smoke       |
|                               | crowds      |
|                               | traffic     |
|                               | unauthorised redirection |
|                               | prevailing weather |
|                               | road conditions |
|                               | terrain     |
|                               | debris      |
|                               | tidal flow  |
|                               | spot fires  |
|                               | restricted areas |
|                               | wires       |
|                               | masts/aerials |
|                               | other aircraft |
|                               | interference to communications |
| Hazardous conditions may include | adverse weather and fire behaviour |
|                               | after-dark operations |
|                               | difficult terrain |
|                               | dangerous goods and substances |
|                               | time pressure |
|                               | level of visibility |
|                               | structural collapse |
| Incident assessment may include | type and size of incident |
|                               | risk to life |
|                               | property and environment |
|                               | hazards/no go areas |
|                               | climatic and weather conditions |
|                               | capability of assigned personnel |
|                               | adequacy of allocated equipment |
|                               | information gathered from existing plans/databases |
|                               | forecasts and meteorological profiles |
|                               | crowds gathering |
|                               | installed fire protection |
- type of building
- building construction
- persons trapped
- exposures
- access

**Resources may include**
- aircraft (rotary and fixed wing)
- personnel trained for the task
- specialised personnel
- protective clothing
- equipment
- materials
- navigation aids
- maps
- aide memoirs
- pumps
- appliances
- specialist appliances

**Communications equipment may include**
- radio (eg VHF aeronautical)
- telephone
- computer
- facsimile
- pager
- mobile data terminal
- audible alarms/whistles

**Communications may include**
- ground to air
- hand signals
- distress signal units
- whistles
- verbal and written instructions
- radio
- telephone
- mobile phone

**Incidents may involve**
- life threatening situations
- protection of property and the environment
- armed offenders
- explosive devices
Incident plan may include
- incident objectives or goals
- roles and responsibilities of personnel
- resource requirements and limitations
- communication procedures
- strategies and tactics to be employed
- contingency arrangements
- planning checklists
- flight plans
- emergency landing areas for aircraft

Welfare of team members may include
- physical stress
- physiological stress
- physical needs such as refreshments
- fatigue
- relief

Organisational policy, procedures, requirements and guidelines may vary between sectors and organisations and may include
- legislation relevant to the operation/incident/response
- legislation relevant to the organisation
- operational
- corporate and strategic plans
- operational procedures
- operational performance standards
- organisational personnel practices and guidelines
- organisational quality standards
- interagency liaison
- Civil Aviation Orders and requirements
- search and rescue time/procedures/action
- incident management systems

When dealing with aircraft response, performance may be affected by
- task
- range
- engine type-piston
- turbine
- wing configuration
- twin/single engine
- load capacity
- airstrip length requirements
- pilot ability
- weather
- fire behaviour
- terrain
### When dealing with aircraft, suitability may be affected by
- visibility
- range
- speed
- take off capability
- communications system availability
- pilot local knowledge

### When dealing with aircraft, supervising of aircraft management procedures includes
- temporary restricted airspace
- aircraft separation-vertically and horizontally
- height separation
- direction
- inbound/outbound calls
- Fire Common Traffic Advisory Frequency (F-CTAF)

## EVIDENCE GUIDE

### Critical aspects of evidence
It is essential for this unit that competence be demonstrated in implementation of an appropriate strategy to deal effectively with the incident.

### Interdependent assessment of units
- Pre-requisite units: PUAFIR302A Suppress urban fire
  - OR PUAFIR303A Suppress wildfire (Fire Specific)
- Co-requisite units: Nil

### Underpinning knowledge
- hazards/potential hazards and their effects
- knowledge of current navigational practices to perform navigation
- knowledge of current practices to perform conduct briefings and debriefings
- organisational policies and procedures relating to operations

### Underpinning skills
- analyse an incident
- assess risks and apply safe work practices
- communicate effectively
- conduct an incident assessment
- conduct briefings and debriefings for aircraft based work
- deploy personnel and equipment to deal with the incident
- for aircraft based work the ability to work in an aircraft for an extended period
- make decisions
- respond promptly to an incident
- use communication equipment
Resource implications
Assessment of this competency will require access to relevant transport, communication and emergency equipment

Consistency in performance
Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment
Evidence of competent performance should be obtained by observing an individual in responding to and dealing with an actual or simulated incident operation and supplemented by appropriate questions

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</table>
PUAOPE002A Operate communications systems and equipment

**UNIT DESCRIPTOR**
This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation’s communication systems and equipment.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Use communication systems and equipment | 1. Equipment is used and operated safely to support communications consistent with organisation’s policies and procedures  
2. Communication equipment and techniques are selected to best meet the task, context and needs of the situation  
3. The communication system is correctly utilised to facilitate transmission and reception  
4. Communication systems are operationally maintained according to organisation’s policies and procedures |
| 2. Transmit and receive communications | 1. Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation’s policy and procedures  
2. Contact is acknowledged, communication is confirmed and action initiated  
3. Communication faults and deficiencies are reported according to organisation’s policy and procedures  
4. Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication  
5. Communication is processed and recorded in accordance with organisation's policies and procedures |
| 3. Maintain communications equipment | 1. Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures  
2. Faulty equipment is identified and noted for repair |

**RANGE STATEMENT**
Communication equipment may include:  
- personal computers and modems  
- radio  
- facsimiles  
- signalling devices  
- mobile  
- landline and satellite telephones  
- pagers
**PUAOPE002A Operate communications systems and equipment**

**Communication systems may include**
- organisation’s networks
- communication protocols
- verbal communication procedures
- geographical information systems
- relevant legislation such as Telecommunications Act

**Verbal communication procedures may include**
- pro-words
- phonetic alphabet
- call signs
- coded messages
- use of abbreviations
- emergency procedures

**Voice procedures may include**
- rhythm
- speed
- volume
- pitch
- sentences
- correcting mistakes
- repetitions

**EVIDENCE GUIDE**

**Critical aspects of evidence**
It is essential for this unit that competency be demonstrated in accurately transmitting and receiving communications using the organisation’s communication system and equipment

**Interdependent assessment of units**
Pre-requisite units: Nil
Co-requisite units: Nil

**Underpinning knowledge**
- organisational policy and procedures relevant to the operation of communication equipment
- range of communication equipment available to the organisation
- the organisation’s communication system

**Underpinning skills**
- clean and service communication equipment according to organisational procedures
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation’s communication system
- utilise the organisation’s communication processes and systems
<table>
<thead>
<tr>
<th>Resource implications</th>
<th>access to relevant communication equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency in performance</td>
<td>evidence should be gathered over a period of time in a range of actual or simulated workplace environments</td>
</tr>
<tr>
<td>Context of assessment</td>
<td>observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment</td>
</tr>
</tbody>
</table>

**KEY COMPETENCIES**

<table>
<thead>
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</tbody>
</table>
PUAOPE005A Manage a multi team response

This unit covers the competency to manage a multi team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct an assessment of incident</td>
<td>1. A risk assessment of all factors impacting upon the response is conducted</td>
</tr>
<tr>
<td></td>
<td>2. An initial assessment of resources required is conducted</td>
</tr>
<tr>
<td></td>
<td>3. Resources required to deal with the incident are identified</td>
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<tr>
<td></td>
<td>4. Constraints which may impede the response are identified</td>
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<tr>
<td></td>
<td>5. Initial response options are identified and assessed</td>
</tr>
<tr>
<td>2. Establish control and command</td>
<td>1. Control is assumed in accordance with the organisation’s policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2. Communication systems are activated in accordance with organisation’s policies and procedures</td>
</tr>
<tr>
<td></td>
<td>3. Reporting processes are activated in accordance with organisational policies and procedures to provide</td>
</tr>
<tr>
<td></td>
<td>continuous monitoring and evaluation of incident</td>
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<td></td>
<td>4. Command and control facilities are established</td>
</tr>
<tr>
<td>3. Develop operational plan</td>
<td>1. Operational plan is developed and adjusted if required in accordance with response requirements and operational</td>
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<tr>
<td></td>
<td>guidelines</td>
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<tr>
<td></td>
<td>2. Response strategies are identified</td>
</tr>
<tr>
<td></td>
<td>3. Tactics to effectively manage the incident are identified in accordance with the operational plan</td>
</tr>
<tr>
<td></td>
<td>4. Tasks are determined and prioritised</td>
</tr>
<tr>
<td>4. Implement operational plan</td>
<td>1. Operational plan is communicated to teams in accordance with the organisation’s guidelines</td>
</tr>
<tr>
<td></td>
<td>2. Resources are deployed to ensure that the operational plan is implemented in accordance with organisation</td>
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<td></td>
<td>guidelines</td>
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<tr>
<td></td>
<td>3. Operations are conducted and monitored in accordance with the operational plan</td>
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<tr>
<td></td>
<td>4. Operational reports are issued in accordance with policy and procedures</td>
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<tr>
<td></td>
<td>5. Operations are modified as required by the situation</td>
</tr>
<tr>
<td></td>
<td>6. Resources are requested, acquired and deployed</td>
</tr>
<tr>
<td>5. Manage post incident operations</td>
<td>1. Resources are accounted for and demobilised in accordance with organisational policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2. Post operational documentation is completed to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3. Post incident recovery is initiated in accordance with the organisation’s policies and procedures</td>
</tr>
<tr>
<td></td>
<td>4. Effectiveness of operations is evaluated and documented</td>
</tr>
</tbody>
</table>
5. Debriefing conducted in accordance with organisational guidelines
6. Recommendations are made for changes in policies and procedures

RANGE STATEMENT

| Initial response options will be determined by | the availability of resources and estimated outcome organisational guidelines regulatory authorities legislative requirements |
| Risks to life and property may include | fire flood hazardous materials landslip severe storm biological agents fauna rescue |
| Transport may include | on road off road aviation maritime rail |
| Command facility may include | field facility such as an existing airfield helipads or established operations centre |
| En route hazards may include | traffic prevailing weather road conditions terrain debris plumes animals atmospheric hazards tidal conditions restricted areas wires/masts/aerials other aircraft interference communications |
Hazardous conditions may include
- adverse weather
- after dark operations
- difficult terrain
- dangerous goods and substances
- time pressure
- visibility

Incident assessment may include
- type of incident
- risk to life
- property and environment hazards
- capability of assigned personnel
- adequacy of allocated equipment
- information gathered from existing plans/databases
- forecasts
- meteorological profiles

Communications systems may include
- radio
- telephone
- computer
- facsimile
- pager
- mobile data terminal
- satellite
- signalling
- signage
- warnings

Incidents may include
- life threatening situations
- protection of property and the environment

Constraints may include
- legislative
- resources
- time
- prevailing weather
- restrictions on duration of work or the conditions under which personnel may be employed
- constraints on road closure
- redirection of water course
- military areas
- Aboriginal and Torres Strait Islander sacred sites
other areas of environmental and cultural significance
seasonal factors
wilderness areas
hazardous areas
other areas requiring permission and/or authorisation to enter
existing emergency management plans
financial

**Documentation and reporting requirements may include**

- input to debriefs
- completion of logs
- sitreps
- journal records
- assessment of safety procedures utilised
- financial statements
- post-operational report

**Resources may include**

- human – operations personnel
- volunteers
- support personnel
- local, federal and state/territory governments
- physical – equipment
- machinery
- vehicles
- technology devices
- communication devices
- equipment characteristics
- support services
- amenities
- parking
- safety equipment
- aircraft
- personnel
- specialised personnel such as aviation authorities
- equipment
- material
| Command facility establishment procedures and principles may include | proximity to incident  
| size and type of structure  
| special incident requirements  
| communication modes  
| topography  
| environment  
| climatic conditions  
| logistical operations  
| site access and exit requirements  
| security arrangements |

| Monitoring of operations may include | progress against plan  
| welfare of personnel  
| utilisation of resources and potential of incident |

| Organisational policy, procedures, requirements and guidelines may vary between sectors and organisations and may include | legislation relevant to the operation/incident/response  
| legislation relevant to the organisation  
| operational  
| corporate and strategic plans  
| operational procedures  
| operational performance standards  
| organisational personnel practices and guidelines  
| organisational quality standards  
| Civil Aviation Orders  
| search and rescue time  
| procedures/action |

| Operational plan may include | aims and objectives of the response/incident/operation  
| possible strategies to achieve objectives  
| possible tactics to implement strategies  
| resources required including their availability  
| limitations  
| contingencies and alternatives  
| monitoring and evaluative procedures  
| reporting requirements  
| pre-plans  
| flight plans  
| consideration or aircraft type  
| performance and suitability |
**Operational plan may be**
- document (formal or informal)
- part of an overall plan
- cover one or more place
- area or region

**EVIDENCE GUIDE**

### Critical aspects of evidence
It is essential for this unit that competence be demonstrated in assessment of incident both functionally and strategically; development of a plan and implementation of response in accordance with the organisation's policies and procedures.

Strategic reaction to changes within the emergency environment

### Interdependent assessment of units
Pre-requisite units: PUAOPE001A Supervise response (Fire Specific)
Co-requisite units: Nil

### Underpinning knowledge
- codes of practice or other legislative requirements
- current principles and practices in response activities
- display of the following knowledge and skills in terms of job role or function:
  - emergency management plans
  - emergency site layout
  - focus of operation of work systems and equipment
  - legislation
  - organisational command structure
  - relevant agreements
  - roles and responsibilities of all organisations
  - security and confidentiality of material

### Underpinning skills
- accessing information and support from the control facility
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
  - electronic data exchange systems etc.
  - equipment and consumables
- identification and correct use of equipment materials
- other organisations
- personnel
- personnel and external authorities
- processes and procedures
- radio frequency devices
- team and personnel management
team dynamics
use of a range of information technology devices including computers
using tools and techniques to solve problems

Resource implications
Resources should involve access to, or simulation of, emergency situations in a multi-team response environment.
This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control

Consistency in performance
Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment
Assessment may occur in an operational environment or in an industry-approved simulated work environment

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
PUAOPE007A Command agency personnel within a multi-agency emergency response

UNIT DESCRIPTOR
This unit covers the competence to command an organisation's personnel within a multi-agency emergency response environment.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Take command | 1. Command is exercised in accordance with organisation authority and guidelines  
2. The identity, location and contact details of the commander are communicated to internal personnel and to relevant external authorities/organisations/individuals pertinent to the emergency/incident |
| 2. Establish a command facility | 1. An appropriate command facility is established and operated in accordance with organisational guidelines  
2. Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required |
| 3. Establish a command structure | 1. A command structure is established appropriate to the nature and complexity of the task(s) undertaken by the organisation  
2. The command structure is expanded, contracted or modified in response to changes within the emergency environment |
| 4. Establish procedures to permit command to be exercised | 1. Command structure is communicated to internal personnel and external authorities/individuals whom may have a regulatory interest applicable to the emergency/incident  
2. Command information management system is implemented  
3. Communication mechanisms and procedures are implemented between levels of command in accordance with organisational guidelines  
4. Liaison is established and maintained to meet control and command requirements  
5. A public information system is established in accordance with control plan requirements |
### 5. Determine operational command plan

1. Tasks are received and/or determined in accordance with the control requirements
2. Operational command plan to implement strategies is developed and modified as required in accordance with organisational guidelines
3. Appropriate tactics to effectively manage the emergency/incident are identified in accordance with the operational command plan

### 6. Manage resources under organisation command

1. Resources are deployed to ensure that the operational command plan is implemented in accordance with organisational guidelines
2. Human and physical resources are effectively managed to achieve command plan outcomes

### 7. Manage operation(s)

1. Operations are conducted in accordance with the operational command plan
2. Significant changes in status and actions taken are reported consistent with organisational policy and procedures
3. Operations are redirected as required to meet changes in the conditions which affect the emergency/incident situation

### 8. Conclude operation(s)

1. Physical, human and capital resources are accounted for in accordance with organisational guidelines
2. Debriefing requirements are met in accordance with organisational guidelines
3. Operational documentation is completed to organisation standards
4. Reports are produced as required

### 9. Review operations

1. Plans and guidelines are evaluated and reviewed
2. Effectiveness of command and interaction with control is evaluated and documented
3. Reports are produced and communicated in accordance with established protocols

### RANGE STATEMENT

<table>
<thead>
<tr>
<th>Types of emergencies (imminent or actual) may include</th>
<th>natural events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>drought</td>
</tr>
<tr>
<td></td>
<td>fire (forest range urban)</td>
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<td></td>
<td>avalanche snow/ice/hail</td>
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<td></td>
<td>tsunami</td>
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<tr>
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<td>windstorm/tropical storm</td>
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<td>hurricane/typhoon</td>
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<tr>
<td></td>
<td>biological</td>
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<td>extreme heat/cold</td>
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<td>flood/wind driven water</td>
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<tr>
<td>Earthquakes/land shifts</td>
<td>Volcanic eruption</td>
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<tr>
<td>Landslide/mudslide</td>
<td>Dust/sand storms</td>
</tr>
<tr>
<td>Search and rescue</td>
<td>Fauna rescues (e.g., marine life rescue)</td>
</tr>
</tbody>
</table>

Technological/industrial events may include:
- Radiological accidents
- Dam/levee failure
- Fuel/resource shortages
- Hazardous material releases
- Explosions/fire
- Transportation accidents
- Building/structure collapse
- Power/utility failure
- Extreme air pollution
- Strikes
- Business interruption
- Financial collapse

Civil/political events may include:
- Economic
- General strike
- Terrorism
- Sabotage
- Hostage situation(s)
- Civil unrest
- Eco-terrorism
- Enemy attack

Considerations in the determination of the nature, extent and potential of an emergency may include:
- Risk to life
- Risk to property
- Risk to environment
- Scope and scale of incident including likely duration of incident
- Resource availability
- Potential for changes in situation
- Topography
- Weather
- Speed of onset
- Hazard agent location
- Demography
Resources may include

- human-operations personnel
- volunteers
- support personnel
- local
- state/territory and federal governments
- physical-equipment
- machinery
- vehicles
- technology devices
- communication devices
- aviation and marine vessels

Information management system may include

- data receival
- recording
- storage and dispatch modes
- procedures and protocols
- types of technology – electronic data exchange devices
- audio and visual recording mechanisms
- public/media information dissemination
- security and authorisation assignment
- recording and documenting of incident

Personnel support activities may include supply of

- catering
- sanitation
- shelter
- rest/relief counselling services
- stress management services

Command facility establishment procedures and principles may include consideration of

- proximity to emergency/incident
- size and type of structure
- special incident requirements
- communication modes
- logistical operations
- site access and exit requirements
- security requirements
- equipment characteristics
- support services
- amenities
- parking
- topography
Communication processes and systems may involve
- environment
- climatic conditions
- logistical operations
- designation of appropriate modes and channels of communication
- communication responsibilities of personnel
- radio communications
- inter organisation liaison
- data transfer
- telecommunications
- interpersonal communications

Internal and external personnel and authorities may involve
- operational personnel
- emergency organisations
- ancillary organisations
- higher authorities
- public
- media
- clients
- government and semi government authorities and departments
- witnesses
- victims
- occupational health and safety specialists
- emergency management specialists
- service providers
- other analysts and stakeholders

Support services may include
- emergency agencies
- water
- gas and power agencies
- welfare and counselling organisations
- medical organisations
- equipment suppliers
- contractors
- community service organisations
- land management agencies
- transport

Debriefing may include
- critical incident stress debriefing
- performance evaluations
- operational analysis
| Agreed reporting mechanisms will involve | authorisation  
distribution and development of reports in accordance with regulatory and organisational requirements and may include:  
media reports  
ministerial reports  
coronial reports  
situation reports-within emergency  
for external distribution-status reports  
performance evaluations  
legal reports  
final reports  
briefing papers |
| --------------------------------------- | --------------------------------------------------- |
| Activities controlled include          | operations  
planning  
logistics  
communications |
| Sources of information/documents may include | emergency procedures  
standard operating procedures  
maps  
field reports  
relevant Australian or international documentation in disaster/emergency management  
organisational and workplace operating procedures and policies  
client requirements  
communications technology equipment  
oral  
aural or signed communications  
personal and work area work procedures and practices  
evacuation procedures  
occupational health and safety procedures  
applicable State  
Territory  
Commonwealth legislation and regulations which relate to:  
public safety  
state of emergency  
occupational health and safety regulations and legislation  
Workplace Relations Act(s)  
workers compensation |
privacy and confidentiality legislation
freedom of information
environment protection legislation
equal opportunity
equal employment opportunity and affirmative action legislation
standards and certification requirements
quality assurance procedures
memorandum of understanding/agreement
conventions
protocols
policies
codes of practice

EVIDENCE GUIDE

Critical aspects of evidence
It is essential for this unit that competence be demonstrated in:
Effective deployment, monitoring and communication of organisation allocated task(s)
analys is of emergency situations both functionally and strategically
selection, prioritisation, implementation and evaluation of appropriate strategies
implementation of response in accordance with organisational procedures and within bounds of authority
securing emergency/operations site
strategic reaction to changes within the emergency environment,
incorporation of risk management and contingency processes
effective liaison with emergency controller and
logging and recording all actions and decisions

Interdependent assessment of units
Pre-requisite units: PUAOPE001A Supervise response
PUAOPE004A Conduct briefing/debriefing (Fire Specific)
Co-requisite units: Nil

Underpinning knowledge
applications of relevant agreements
code of practice or other legislative requirements
emergency site layout
identification and correct use of equipment
knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
organisational command structure
processes and procedures
security and confidentiality of material
Underpinning skills

- accessing information and support from the control facility, other organisations’ personnel and external authorities
- analyse emergency situations both functionally and strategically
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
  - operative and non-operative personnel
  - materials
  - equipment and consumables
- effective deployment, monitoring and communication of organisation allocated task(s)
- identification and correct use of equipment
- implement response in accordance with organisational procedures and within bounds of authority
- incorporate risk management and contingency processes
- liaise effectively with emergency controller
- operation of work systems and equipment processes and procedures
- secure emergency/operations site
- select, prioritise, implement and evaluate appropriate strategies
- strategically react to changes within the emergency environment
- using a range of information technology devices including:
  - computers
  - radio frequency devices
  - electronic data exchange systems etc
- using tools and techniques to solve problems

Resource implications

Resources should involve access to or simulation of emergency situations in a multi-organisation response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.
Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Assessment may occur in an operational environment or in an industry-approved simulated work environment

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<thead>
<tr>
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</table>
PUATEA001A Work in a team

UNIT DESCRIPTOR
This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Contribute to team activities | 1. Roles and responsibilities of team members are recognised.  
2. Contribution is made to identifying team goals and objectives.  
3. Activities are completed to required standard within timeframe and in accordance with organisation’s policies and procedures.  
4. Assistance in the completion of tasks is requested from other team members where appropriate.  
5. Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation’s policies and procedures.  
6. Participation by team members is encouraged and acknowledged.  
7. Changes in allocated role and responsibilities are implemented.  
8. Team meetings are attended regularly and punctually. |
| 2. Share knowledge and information | 1. Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation’s policies and procedures.  
2. Knowledge and skills are shared between team members. |
| 3. Give and receive support to/from team members | 1. Feedback/assistance is given to other team members in an appropriate manner.  
2. Team members are supported in achieving workplace goals.  
3. Feedback from other team members is acted upon appropriately. |

RANGE STATEMENT

Teams comprise two or more people working towards a shared purpose.

Appropriate situation to request assistance may include:
- difficulty meeting timelines
- to comply with occupational health and safety requirements
- unsure of best method to complete task
- to maximise efficiency
### Assisting other team members may include
- Own tasks completed to comply with occupational health and safety requirements
- Assistance requested
- Actions of others do not comply with requirements
- Other team member appears to be having difficulty completing task

### Contribute to workplace goals may include
- Completion of task
- Achievement of new competencies
- Development of new skills
- Attainment of new knowledge
- Personal development

### Activities may include
- Working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies
- Civil/political emergencies and non emergency operations including community events
- Public relations – activities
- Sporting events
- Parades
- Festivals

### Conditions under which this competency may be required include
- Hazardous conditions eg adverse weather
- After dark operations
- Difficult terrain
- Time pressure
- Varying time frames from immediate/short term to long term response operations
- Varying access to equipment/resources necessitating the use of improvised techniques
- Single or multi organisation responses
- Dealing with human behaviours that result from emergency situations
- Non-emergency operations and events eg training and community education

### Appropriate feedback on performance may include
- Acknowledging initiative
- Aptitude
- Ideas
- Performance and assistance
- Providing constructive criticism
| Organisation’s policy and procedures may vary between sectors and organisations and may include | legislation relevant to the operation/incident/response  
legislation relevant to the organisation  
operational  
corporate and strategic plans  
operational procedures  
operational performance standards  
organisation’s personnel practices  
policy and procedures  
organisation’s quality standards |
|---|---|
| Communication processes may include | established organisation’s procedures for recording and reporting  
the use of logs  
notebooks  
pagers  
radios and telephones  
team members may be geographically dispersed and require communication systems and technology to remain in contact |

**EVIDENCE GUIDE**

<table>
<thead>
<tr>
<th>Critical aspects of evidence</th>
<th>It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals</th>
</tr>
</thead>
</table>
| Interdependent assessment of units | Pre-requisite units: Nil  
Co-requisite units: Nil |
| Underpinning knowledge | composition of workplace teams and roles and responsibilities of team members  
non operational and operational communication processes  
techniques for giving and receiving feedback in a constructive manner  
techniques for supporting others |
| Underpinning skills | encouraging others/team members  
following instructions  
interpersonal skills  
listening and using a variety of communication skills  
providing suggestions and information  
reporting information |
| Resource implications | No special requirements |
### Consistency in performance

Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.

### Context of assessment

On the job or in a simulated workplace environment.

### KEY COMPETENCIES

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<thead>
<tr>
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PUATEA002A Work autonomously

UNIT DESCRIPTOR
This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for mentoring and coaching either in an operational or non-operational environment.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Undertake work activities | 1. Work requirements are identified and undertaken  
2. Instructions and directions are understood and implemented  
3. Communication is maintained with team leader advising of progress of task/activity  
4. Personal safety and safety of others is maintained  
5. Any legal requirements and/or ramifications of activities are communicated to team leader  
6. Work area is determined or selected in accordance with operational or organisation’s requirements  
7. Equipment is operated in accordance with the manufacturer’s specifications  
8. OH&S and the organisation’s policies and procedures |
| 2. Accept responsibilities | 1. Responsibilities are accepted according to the organisation’s policy and procedures  
2. Team leader is appraised of the outcome of task/activity  
3. Any activity that exceeds the scope of the defined task is referred to the supervisor |
| 3. Set performance requirements | 1. Performance requirements are based on objectives and goals and agreed with supervisor |
| 4. Maintain team performance | 1. Individual performance is monitored against defined performance requirements and appropriate action taken to maintain performance if required  
2. Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure team objectives and goals are met  
3. Supervisor is provided with feedback and constructive advice  
4. Issues which cannot be rectified or addressed are referred to the supervisor for appropriate action according to the organisation’s policy  
5. Supervisor is advised of any changes in priorities or tasks  
6. All required documentation relevant to performance is completed |
| 5. Act as a team leader as required | 1. Responsibility for the performance of the team is accepted  
2. Goals are set, tasks identified and presented to team members  
3. Instructions and directions are communicated to team members clearly and unambiguously |
4. Team members’ concerns and queries are recognised, discussed and dealt with
5. Any legal requirements and/or ramifications of team activities are communicated to team members
6. Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation’s policy and procedures
7. Feedback on own performance is provided as required
8. Level of authority is recognised and adhered to
9. Operational debrief is conducted in accordance with the organisation’s requirements

<table>
<thead>
<tr>
<th>RANGE STATEMENT</th>
</tr>
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<tbody>
<tr>
<td><strong>Scope of allocated task</strong> may include</td>
</tr>
<tr>
<td>extent of activity</td>
</tr>
<tr>
<td>content of activity</td>
</tr>
<tr>
<td>degree of responsibility for task</td>
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<tr>
<td><strong>Performance requirements include</strong></td>
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<tr>
<td>goals</td>
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<tr>
<td>objectives</td>
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<tr>
<td>plans</td>
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<tr>
<td>standards</td>
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<tr>
<td>performance indicators</td>
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<tr>
<td>production rates</td>
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<tr>
<td><strong>Work area may be dependent upon</strong></td>
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<tr>
<td>activity conducted</td>
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<tr>
<td>road accessibility</td>
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<tr>
<td>logistical support</td>
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<tr>
<td>water availability</td>
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<tr>
<td>vicinity of built-up areas</td>
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<tr>
<td>areas of reduced visibility</td>
</tr>
<tr>
<td>distance to operation</td>
</tr>
<tr>
<td>hazards</td>
</tr>
<tr>
<td>vehicle parking</td>
</tr>
<tr>
<td><strong>Performance issues may include</strong></td>
</tr>
<tr>
<td>occupational health and safety</td>
</tr>
<tr>
<td>hours of work details</td>
</tr>
<tr>
<td>concerns about ability to complete work</td>
</tr>
<tr>
<td>inadequate resources</td>
</tr>
<tr>
<td><strong>Appropriate personnel may include</strong></td>
</tr>
<tr>
<td>manager</td>
</tr>
<tr>
<td>human resource personnel</td>
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<tr>
<td>team leader</td>
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<tr>
<td>supervisor</td>
</tr>
<tr>
<td>team members</td>
</tr>
</tbody>
</table>
Required documentation may include:
- forms
- proformas
- incident reports
- rosters
- timesheets
- written reports
- logs
- standard operating procedures
- checklists

Activities may include:
- non operational activities:
  - tasks
  - projects
  - preparing documentation
- operational activities:
  - responding in a combat or support role to natural emergencies
    - fire
    - flood
  - technological/industrial emergencies
  - civil/political emergencies and non-emergency operations
  - including community events
  - public relations activities
  - sporting events
  - parades
  - festivals

Conditions under which operational activities may be required include:
- hazardous conditions including adverse weather
- after dark operations
- emergency operations
- difficult terrain
- time pressure
- varying time frames from immediate/short term to long term response operations
- varying access to equipment necessitating the use of improvised techniques
- varying levels of resources
- single or multi organisation responses
EVIDENCE GUIDE

Critical aspects of evidence
It is essential for this unit that competence be demonstrated in communication of performance expectations and providing feedback to team members.

Interdependent assessment of units

Pre-requisite units: PUATEA001A Work in a team (Fire Specific)
Co-requisite units: Nil

Underpinning knowledge
- defined OH&S policies and procedures
- knowledge of current principles and practices
- legal requirements and ramifications of team activities
- method of monitoring performance
- organisation’s policy for referring performance issues
- organisation’s policy relevant to hours of work and work allocation
- organisation’s requirements for documenting team performance and activities
- procedures and methods of setting performance expectations
- required to work in a team
- team members’ duties and responsibilities

Underpinning skills
- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- informal performance counselling
- providing feedback on performance
- representing issues to management
- team building

Resource implications
- No special requirements

Consistency in performance
- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment
- On the job or in a simulated work environment. Where workplace observation is insufficient simulations or case studies may be used

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</table>
RTC2026A Undertake propagation activities

This competency standard covers the process of plant propagation undertaken in enterprises involved in plant propagation and production. Competency is demonstrated by the application of knowledge and skills to a range of propagation tasks, such as preparing parent plant stock, collecting propagation materials, pre-planting treatments and basic plant propagation techniques. This unit does not include budding and grafting. The work is carried out within routine methods and procedures under supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for plant propagation</td>
<td>1.1 Workplace information is interpreted and clarified according to instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2 OHS hazards in the work area are identified, rectified and/or reported.</td>
</tr>
<tr>
<td></td>
<td>1.3 Suitable personal protective equipment (PPE) is selected, used, maintained and stored.</td>
</tr>
<tr>
<td></td>
<td>1.4 Tools and equipment appropriate to the task being undertaken are selected and prepared according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.5 Propagation material is collected using the appropriate method for the species and according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.6 Propagation material is maintained and stored to ensure maximum viability.</td>
</tr>
<tr>
<td>2 Propagate plants</td>
<td>2.1 Pre-treatment is applied and/or carried out appropriate to the propagation method and species.</td>
</tr>
<tr>
<td></td>
<td>2.2 Propagation techniques are carried out according to the requirements of the species.</td>
</tr>
<tr>
<td></td>
<td>2.3 Propagation material is handled in a way that minimises damage and maximises viability.</td>
</tr>
<tr>
<td></td>
<td>2.4 Water and nutrients are applied to suit the media conditions, plant requirements and propagation techniques employed.</td>
</tr>
<tr>
<td></td>
<td>2.5 Labels are applied according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.6 Plant health is monitored and remedial action is taken according to enterprise guidelines.</td>
</tr>
</tbody>
</table>
2.7 Propagation activities are carried out according to OHS requirements.

3 Complete propagation activities

3.1 Records are completed accurately and at the required time according to enterprise guidelines.

3.2 Tools and equipment are cleaned and stored according to manufacturer specifications and enterprise guidelines.

3.3 Waste is removed and hygiene practices are followed according to enterprise and OHS requirements.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What workplace information may be relevant when undertaking propagation activities?
- Planting program, Production Statistics, Standard Operating Procedures (SOPs), specifications, work notes, Material Safety Data Sheets (MSDSs), Nursery Industry Accreditation Scheme of Australia (NIASA) Guidelines, manufacturers instructions, product labels, or verbal directions from manager, supervisor, or senior operator.

What OHS hazards may be identified in the work area?
- Hazards may include manual handling, hazardous substances, moving equipment and vehicles, sharp hand tools, solar radiation, slippery or uneven surfaces, and insect and spider bites.

What personal protective equipment (PPE) may be needed to undertake propagation activities?
- Personal protective clothing and equipment may include respirators, overalls, boots, gloves, sun hat and sunscreen lotion.

What tools and equipment may be required for supporting propagation activities?
- Tools and equipment may include secateurs, knives and other cutting instruments, plastic containers and trays, wheelbarrow, trolley, mechanical trolley, shovel, water spray container, dibblers and rubbish bins.

How might propagation materials be collected?
- Collection procedures for propagation materials may include taking leaf or stem or root cuttings, gathering seeds, lifting bulbs, and dividing clumps.
<table>
<thead>
<tr>
<th>What <strong>maintenance and storage</strong> procedures may apply to collected propagation materials?</th>
<th>• Maintenance and storage procedures may include controlling environmental parameters such as moisture, air, humidity and temperature by methods such as refrigeration, wrapping in wet hessian or plastic, drenching, placing in water and burying in sawdust or other media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>pre-treatments</strong> may be relevant to this standard?</td>
<td>• Pre-treatments may include hormones, fungicides, cold/moist stratification, rehydration, heat or chemical disinfestation, breaking seed coat, cleaning, division and sterilisation.</td>
</tr>
<tr>
<td>What <strong>propagation techniques</strong> may be relevant to this standard?</td>
<td>• Propagation techniques may include seed - (small seed sown in modules and pricked out or sown in seedbeds by hand), cuttings - (hardwood stem, semi-ripe stem, leaf, root), simple layering, growing on tissue-cultured plants, division or splitting, spores.</td>
</tr>
<tr>
<td>What <strong>label</strong> information may be required when propagating plants?</td>
<td>• Label information may include date of propagation, species, variety, batch number and cultivar, treatments applied, strike rate.</td>
</tr>
<tr>
<td>What <strong>remedial action</strong> may be taken to control pests and diseases?</td>
<td>• Remedial action may include applying preventative fungicides, fertilisers, removing and disposing of damaged plant material, irrigation.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> apply to this standard?</td>
<td>• OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection, safe operation of tools and equipment, safe handling, use and storage of chemicals and hazardous substances, correct manual handling; basic first aid, personal hygiene and reporting problems to supervisors.</td>
</tr>
<tr>
<td>What <strong>records</strong> may need to be maintained in regard to propagation activities?</td>
<td>• Records may include date of propagation, type of propagation carried out, number of plants carried out, source of propagation material, treatments carried out, spray records</td>
</tr>
<tr>
<td>What <strong>waste</strong> may be relevant to this standard?</td>
<td>• Waste may include unused propagation material, potting media wastage, damaged plants, and damaged pots.</td>
</tr>
</tbody>
</table>
What **hygiene practices** may apply to this standard?

- Hygiene practices may include removing all dirt and organic matter from production surfaces, tools and equipment, disinfecting production surfaces, tools and equipment, disinfestation and removal of plant and media waste, hand washing, footbaths, access restrictions and handling practices which minimise cross contamination.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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### Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in undertaking propagation activities requires evidence that basic propagation activities can be performed in such a manner as to satisfy the workplace or client requirements. Skills involving hygiene practices (disinfestation) and must also be evident. The skills and knowledge required to undertake propagation activities must be **transferable** to a different work environment. For example, this could include different species, plant types, environments and propagation techniques.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Maintenance requirements of tools and equipment used for propagation.
- OHS requirements of employees.
- Quality specifications/characteristics of a range of parent plants and propagation materials.
- Basic plant nutrition.
- Record keeping relevant to the work function.
- Enterprise requirements for handling and disposal of nursery wastes.
- Enterprise hygiene requirements.
- Common problems that may occur while performing propagation activities in a controlled environment.
- Propagation methods required for a range of plants.
- OHS legislative requirements and Codes of Practice.
- OHS procedures.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Read and interpret instructions.
- Participate in teams and contribute to team objectives.
- Communicate effectively with fellow team members.
- Carry out a variety of propagation techniques.

### What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

| 1. How can communication of ideas and information (1) be applied? | Ideas and information relating to work issues, completion and problems encountered, may need to be reported or discussed with the supervisor and others in the work team. |
| 2. How can information be collected, analysed and organised (1)? | Work instructions, such as the daily planting program, should be located, interpreted and applied, with further clarification sought as necessary. Information relating to propagation activities, such as production statistics, should be noted and recorded at the completion of work tasks. |
| 3. How are activities planned and organised (1)? | Undertaking propagation activities involves organising equipment and materials for plant propagation, and planning activities around daily work routines. Discussions with the supervisor and other team members may be required in order to complete tasks efficiently in a logical sequence and in a timely manner. |
4. How can **team work** (1) be applied?

   Propagation activities may involve working with other members of the work team to coordinate operations. For example, the collection and preparation of equipment and planting materials may be organised with another team member who acts in a support capacity.

5. How can the use of **mathematical ideas and techniques** (1) be applied?

   Skills in counting, tallying and estimation are required to calculate basic production statistics, quantities and personal production rates.

6. How can **problem-solving skills** (1) be applied?

   Problems relating to propagation activities may arise during daily work routines that require corrective action or consultation with supervisor.

7. How can the use of **technology** (1) be applied?

   Technology may be applied in the use of heat sterilisation equipment and computer databases and calculators.

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*Are there other competency standards that could be assessed with this one?*

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.
RTC2209A Install, maintain and repair fencing

This competency standard covers the functions required to carry out safe and effective conventional fencing work. Conventional fencing refers to post and wire/wire netting under tension, and can be used for animal control or as a deterrent for people and vehicles. It requires a working knowledge of the uses and structure of a range of fences and fencing materials, equipment and tools. It requires an awareness of workplace safety and environmental practices associated with maintenance activities. The work functions in this standard are likely to be carried out under routine supervision within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for fencing work</td>
<td>1.1 <strong>Tools and materials</strong> appropriate to meet job requirements are selected and checked against the work plan.</td>
</tr>
<tr>
<td></td>
<td>1.2 Faulty or unsafe tools are identified and segregated for repair or replacement according to enterprise requirements.</td>
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<tr>
<td></td>
<td>1.3 <strong>Hazards</strong> in the workplace are assessed and minimised according to OHS and enterprise requirements.</td>
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<tr>
<td></td>
<td>1.4 Transport of fencing materials and equipment (including safety equipment) is arranged and placed according to work plan.</td>
</tr>
<tr>
<td>2 Carry out fence installation, repair and maintenance</td>
<td>2.1 Suitable <strong>personal protective equipment</strong> is selected, used, maintained and stored according to OHS and workplace procedures.</td>
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<tr>
<td></td>
<td>2.2 Fence is installed, maintained or repaired according to manufacturers guidelines, OHS and enterprise requirements.</td>
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<tr>
<td></td>
<td>2.3 Gates are attached and appropriately positioned for correct operation and function according to work plan.</td>
</tr>
<tr>
<td></td>
<td>2.4 Dismantling operations are carried out as required with a focus on minimising unnecessary damage and recovering all re-usable materials.</td>
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<tr>
<td></td>
<td>2.5 <strong>Repair</strong> requirements are identified and carried out according to work plan procedures.</td>
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<tr>
<td></td>
<td>2.6 <strong>Replacement posts</strong> are installed to appropriate level and secured through soil replacement and ramming.</td>
</tr>
</tbody>
</table>
2.7 Wire is strung, mounted and fixed according to requirements of work plan or supervisor's instructions.

2.8 All work is carried out safely according to OHS and enterprise requirements.

3 Complete fencing work

3.1 Post holes are firmly filled to remove potential hazards and minimise environmental impact.

3.2 Work site is cleared and tidied and all non-reusable materials are disposed of in an environmentally responsible manner.

3.3 Tools and re-usable materials are transported safely from the work site, cleaned and stored according to enterprise and manufacturers recommendations.

3.4 Further identified work or repair requirements are reported according to enterprise requirements.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<p>| What tools and materials might be used? | • Tools may include post driver, posthole borer, crowbar, wire strainers and fencing pliers. Materials may include fencing wire which may vary - plain, barbed, ringlock and netting. |
| What information may be included in a work plan? | • This may include designated work tasks, tools and materials for use, procedures for pre-start and safety checks of tools, timeframe for work completion, supervisor’s instructions and reporting requirements. |
| What may be involved in routine pre-operational checks of tools? | • This may include routine safety and pre-start checks, and preparatory procedures including cleaning, lubricating, hand sharpening, tightening, basic repairs and adjustments. |</p>
<table>
<thead>
<tr>
<th>What <strong>enterprise requirements</strong> may be applicable to this standard?</th>
<th>• Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators’ manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>hazards</strong> may be relevant to this standard?</td>
<td>• This may include exposure to hazardous noise, treated timbers, wire breaking, manual handling, trip points, dust solar radiation and adverse weather conditions. It may also include electricity associated with powered tools.</td>
</tr>
</tbody>
</table>
| What **OHS** requirements may be applicable to this standard? | • Safe systems and procedures for:  
  • the use of fencing tools and materials  
  • the operation of vehicles  
  • hazard and risk control  
  • lifting, carrying and handling techniques  
  • manual handling especially when handling posts, coils of wire and using tools  
  • the use, maintenance and storage of personal protective equipment  
  • outdoor work including protection from solar radiation  
  • protection from dusts  
  • administering first aid. |
| What **personal protective equipment** may be relevant to this standard? | • This may include boots, overalls, gloves, eye protection, hearing protection and sun protection. |
| What **re-useable materials** may be recovered? | • This may include wire, hinges, supports, gates, netting and posts. |
| What **repairs** may be carried out? | • This may include replacing posts, rejoining and restraining wires, gate hinges, gate chains and gates, other repairs to gates. |
| What requirements may be considered when **replacing posts**? | • Replacements posts need to be consistent with existing fence, height and type. |
What may be involved in clearing and tidying a work site?

- This may involve replacing soil, and clearing, removal and safe disposal of non-reusable materials.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to select the correct tools and equipment and apply appropriate methods to carry out routine maintenance to conventional fences. It also requires the ability to apply task instruction, complete work requirements in an efficient and timely manner, identify re-usable materials, and minimise impacts to the environment. The skills and knowledge required must be transferable to a different work environment. For example, this could include different fencing types, environments and industry settings.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Uses and structures of a range of conventional fence types.
- Uses and types of fencing tools and materials.
- Fencing wire, knots, tensions, capabilities and limitations.
- Strainer assembly, gate types and construction.
- Common fencing hazards and safety precautions.
- OHS legislative requirements and Codes of Practice including hazard and risk assessment relevant to the work function.
- Relevant Codes of Practice with regard to protection of the environment.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Demonstrate safe working practices.
- Minimise environmental impact.
- Interpret and apply task instruction.
- Complete work efficiently within timeframes.
- Maintain physical fitness.
- Read and interpret work plans.
- Communicate with work team and supervisor.
- Calculate and measure fencing wire requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

   Information with regard to the operation of tools and application methods may be discussed with the supervisor.

2. How can information be collected, analysed and organised (1)?

   Information with regard to the performance of tools and any identified faults may be reported to the supervisor for repair and organised by records.

3. How are activities planned and organised (1)?

   Activities involving filling in post holes may be planned and coordinated with repair activities to minimise potential hazards and environmental impact.

4. How can team work (1) be applied?

   In the application of methods and procedures to complete scheduled fencing tasks within timeframes.

5. How can the use of mathematical ideas and techniques (1) be applied?

   Basic mathematical techniques may be applied in the calculation and measurement of fencing wire and other materials to complete tasks.
### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.
RTC2210A Maintain properties and structures

This competency standard covers the functions required to maintain and repair properties and structures in a situation that does not require the specialist skills of another trade. It involves the application of basic skills and knowledge to match equipment and materials to job requirements, and select the appropriate tools to carry out repairs. The work is likely to be carried out under routine supervision with intermittent checking usually within a team environment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1 Identify and confirm maintenance requirements | 1.1 Visual inspections are conducted of **structures and facilities** to locate and evaluate defects, deterioration and impending defects.  
1.2 **Property infrastructure and resources** are checked for correct operation, minor maintenance needs and damage.  
1.3 **Maintenance plan** is confirmed according to supervisor’s instructions and **enterprise requirements**. |
| 2 Select and prepare tools, equipment and materials | 2.1 **Tools, equipment and materials** appropriate to the job requirements are selected and checked for serviceability according to manufacturers specifications.  
2.2 Faulty or unsafe tools are identified and segregated for repair or replacement and reported according to enterprise requirements.  
2.3 Existing and potential **hazards** to health and safety are identified, assessed and reported according to **OHS** and enterprise requirements. |
| 3 Carry out routine maintenance | 3.1 Suitable **personal protective equipment** is selected, used, maintained and stored according to OHS requirements.  
3.2 **Routine maintenance** to structures and surroundings is carried out according to the maintenance plan and enterprise requirements.  
3.3 Minor repairs to building cladding, and treatments to structural finishes, are carried out as required to minimise deterioration. |
| 4 Complete maintenance activities | 4.1 Worksite, tools and materials are cleaned, returned to operating order, and stored according to OHS and enterprise requirements. |
4.2 Unwanted materials and waste from maintenance activities is collected, treated and disposed or recycled according to enterprise, OHS and environmental requirements.

4.3 Relevant information is documented according to industry, enterprise requirements and OHS requirements.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What structures and facilities might be relevant to this standard?

- This may include buildings, greenhouses, igloos, potting houses, shade houses, sheds, cool rooms, glass houses, staff rooms, water tanks, yards, stock handling structures, silage pits, fodder and grain storages, pergolas, poly-tunnels, park furniture, car parks, roads, pathways, work sheds, information boards, benches, landscape features and site furniture. Fences may include weld mesh, picket, post and wire, brick, and hedges.

What property infrastructure and resources might be relevant to this standard?

- This may include drains and drainage systems, waterways and water supply systems, dams, roads, tracks, soil conservation works, car parks, vegetation, windbreaks, paths, silage pits and loading bays. Drains may include agricultural drains, spoon or swale drains and culverts. Water supply may include irrigation systems, dams and troughs.

What information may be included in a maintenance plan?

- This may include specific intervals and procedures for maintenance procedures, designated work tasks, routine servicing procedures, instructions for pre-start and safety checks, repair requirements, current operational details, tools, parts and supplies allocated for use, instructions for cleaning and disposal of waste and contaminants, supervisors instructions, timeframe for work completion, and reporting requirements.
| **What enterprise requirements may apply to this standard?** | - This may include local building codes, Australian Quality Standards, Standard Operating Procedures (SOPs), industry standards, work notes, product labels, manufacturers specifications, Material Safety Data Sheets (MSDSs), operator and emergency procedures manuals, technical information, enterprise policies and procedures (waste disposal, recycling and re-use guidelines), supervisors oral or written instructions and reporting requirements. |
| **What tools, equipment and materials may be used?** | - This may include hand or small power tools, cutting tools, and measuring equipment. Structural finishes may require paint or stains. Cladding maintenance may require corrugated iron, weatherboards, glass, shade cloth, plastic or cement sheeting. Concrete tools and equipment may also be required. |
| **What hazards may be associated with maintenance activities?** | - Workplace hazards may include exposure to loud noise and fumes, solar radiation, dust and hazardous substances. It may also include oil and grease spills and electricity while using powered tools. |
| **What OHS requirements may be relevant to this standard?** | Systems and procedures for:  
  - the safe operation of tools and equipment  
  - maintenance and repair methods  
  - identifying and reporting hazards  
  - safe lifting, carrying and manual handling  
  - the safe handling and storage of hazardous substances  
  - the appropriate use of personal protective equipment  
  - outdoor work including protection from solar radiation  
  - working at heights, e.g., from a ladder  
  - working in confined spaces  
  - protection from hazardous noise, organic and other dusts. |
What personal protective equipment may be relevant to this standard?

- This may include boots, hat/hard hat, overalls, gloves, protective eyewear, safety harness, hearing protection, respirator or facemask, and sun protection.

What may be involved in carrying out routine maintenance?

- Routine maintenance may include assisting in the erection of simple property structures, identifying and repairing damage or applying treatments to building cladding and structural finishes, checking fences and repairing holes or other damage, checking paths, tracks and roadways for potholes, weeding and undertaking effective drainage and minor repairs. It may also include checking water supplies for correct operation and pollution, and carrying out repairs and maintenance as required.

What positive environmental procedures may be applied?

- The safe and environmentally responsible disposal of maintenance debris and waste.

What relevant information may be documented?

- This may include the use and performance of tools and equipment, operational faults or malfunctions, completed maintenance, repair tasks and outcomes, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining properties and structures requires evidence of the ability to conduct simple repairs, erect structures, apply task instruction, and maintain a clean and safe worksite. It also requires an awareness of daily work routines including the need to keenly observe and report the need for maintenance and repair. Evidence must be demonstrated in the employment of safe workplace and environmentally responsible practices. The skills and knowledge required to maintain properties and structures must be transferable to a different work environment. For example, this could include different properties and structures, maintenance activities and industry settings.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Characteristics, capabilities and limitations of materials, equipment and tools.
- Operation of water taps and reticulation systems.
- Types of building cladding and finishes, purpose and use.
- Identification of defects and appropriate repair methods.
- Appropriate selection of repair materials.
- OHS legislative requirements and Codes of Practice.
- Relevant Codes of Practice with regard to protection of the environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Interpret and apply task instructions.
- Operate a broad range of tools and equipment.
- Ability to work in team environment.
- Observe and report on the condition of structures and equipment.
- Demonstrate safe working practices.
- Communicate with work team and supervisor.
- Estimate and calculate volumes and usage.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. How can communication of ideas and information (1) be applied?  
Ideas and information with regard to equipment operation, safety procedures and their application may be discussed with work colleagues or the supervisor.

2. How can information be collected, analysed and organised (1)?  
Information with regard to the performance of equipment and completed repair and maintenance, may be detailed and organised by reports for analysis.

3. How are activities planned and organised (1)?  
Activities involving the maintenance, cleaning and storing of machinery and equipment may be planned and coordinated around work schedules or sequenced as required.

4. How can team work (1) be applied?  
In the application of methods and procedures to effectively complete scheduled maintenance projects within timeframes.

5. How can the use of mathematical ideas and techniques (1) be applied?  
Basic mathematical techniques may be applied in the estimation and calculation of materials requirements.

6. How can problem-solving skills (1) be applied?  
Equipment faults or malfunctions will need to be arranged for repair or replacement to minimise disruption to work schedules.

7. How can the use of technology (1) be applied?  
Technology may be used to communicate, measure and record information.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC2309A Operate tractors

This competency standard covers the operation of tractors with or without attached equipment. It requires the application of skills to safely utilise the various components and controls of tractors, check and confirm operational status, and set and secure equipment for operation. It also requires knowledge of the distinguishing characteristics of individual tractors including rated power, steering systems, and operational complexities. In addition, competence in tractor operation requires an awareness of licensing and legislative requirements, duty of care to self, others and the environment. The work in this standard is likely to be carried out under some supervision with regular checking within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare tractor for operation</td>
<td>1.1 <strong>OHS hazards</strong> in the work area are identified, risk assessed and reported to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Routine checks of tractors</strong> are conducted prior to use according to manufacturers specifications and <strong>enterprise requirements</strong>.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Attached equipment</strong> is identified and selected appropriate to work requirements, checked for safety and set for operation.</td>
</tr>
<tr>
<td></td>
<td>1.4 Tractor and attached equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.</td>
</tr>
<tr>
<td>2 Operate tractor</td>
<td>2.1 <strong>Risks</strong> to self, others and the environment are recognised and avoided according to OHS and enterprise requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Suitable <strong>personal protective equipment</strong> is selected, used, maintained and stored according to OHS and enterprise requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Tractor is operated in a <strong>safe and controlled manner</strong> and monitored for performance and efficiency.</td>
</tr>
<tr>
<td></td>
<td>2.4 Hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques.</td>
</tr>
</tbody>
</table>
2.5 **Environmental implications** associated with tractor operation are recognised and positive enterprise environmental procedures applied where relevant.

### 3 Complete and check tractor operation

3.1 **Shut-down procedures** are conducted according to manufacturers specifications and enterprise requirements.

3.2 Malfunctions, faults, irregular performance or damage to tractor and attached equipment is detailed and reported according to enterprise requirements.

3.3 Tractor and attached equipment is cleaned and decontaminated where necessary, secured and stored according to enterprise and OHS requirements.

3.4 Tractor operational reports are maintained to industry standards according to enterprise requirements.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>What <strong>OHS</strong> requirements may be relevant to this standard?</th>
<th>Safe systems and procedures for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- the safe operation of tractors and attached equipment including the fitting of guards and shields</td>
</tr>
<tr>
<td></td>
<td>- hazard and risk control</td>
</tr>
<tr>
<td></td>
<td>- safe mounting and dismounting</td>
</tr>
<tr>
<td></td>
<td>- manual handling including lifting and carrying</td>
</tr>
<tr>
<td></td>
<td>- the application of emergency/defensive driving techniques</td>
</tr>
<tr>
<td></td>
<td>- handling, application and storage of hazardous substances</td>
</tr>
<tr>
<td></td>
<td>- outdoor work including protection from solar radiation, dust and noise</td>
</tr>
<tr>
<td></td>
<td>- the appropriate use, maintenance and storage of personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>- roll over protection secured if required</td>
</tr>
<tr>
<td></td>
<td>- wearing a seatbelt</td>
</tr>
</tbody>
</table>
- passengers only been carried when there is a seat approved by manufacturer.

**What hazards may be associated with the operation of tractors?**

- Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, adverse weather conditions, electricity, overhead hazards including powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts including hydraulics, run over by tractor, crushed by roll-over, and other machinery.

**What routine checks might be carried out prior to operation?**

- This may include cabin drills, pre-start and safety checks including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis, seatbelts, suspension, power take-off equipment and guards, roll-over protection, spark arresters, pneumatic and hydraulic systems. It may also include checking of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting and transmission. Inspection of hitch and towing points.

**What operational characteristics may vary in tractors?**

- Tractors may be two wheel drive, four wheel drive, front wheel assist, articulated tractors including scrapers, track or crawler driven. Steering systems may include conventional front-wheel steering, all wheel steering and articulated. Variational characteristics also include rated horsepower and complexities of operations and controls.
<table>
<thead>
<tr>
<th>What enterprise requirements may be applicable to this standard?</th>
<th>• Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What range of operations may be conducted using <strong>attached equipment</strong>?</td>
<td>• Tractors may be set up and operated for blade, belt pulley, drawbar, front-end loader, power-take-off, remote hydraulics, linkage mounted equipment.</td>
</tr>
<tr>
<td>What risks may be associated with the operation of tractors?</td>
<td>• Tractor rollover, which may be caused by traversing a steep slope or cornering too sharply at speed. Tractor back flip which may be caused by driving off in low gear but with high engine speed, rapid acceleration (particularly when driving uphill or pulling a heavy load), attempting to drive forward when the wheels are unable to move forward (bogged), rapid engagement of the clutch of the tractor. Power-take-off entanglement (loose clothing).</td>
</tr>
<tr>
<td>What personal protective equipment may be relevant to this standard?</td>
<td>• Boots with non-slip soles, overalls, seatbelts, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).</td>
</tr>
<tr>
<td>How might the operation of a tractor be demonstrated in a <strong>safe and controlled</strong> manner?</td>
<td>• Appropriate selection and use of tractor controls, features, settings and operational techniques for the terrain and all weather conditions without causing damage to tractor, equipment, person, property or environment.</td>
</tr>
<tr>
<td>What environmental implications may be associated with the operation of tractors?</td>
<td>• Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.</td>
</tr>
</tbody>
</table>
What may be involved in shut down procedures for tractors?

- This may include turning the engine off, safe dismounting and securing the tractor, and ensuring hydraulic equipment is lowered to a safe position. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the tractor, engaging handbrake and removing keys.

What reports may be relevant to this standard?

- This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, log books, faults, malfunctions and damage details, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in this standard requires evidence of the ability to safely operate tractors with or without attached equipment relative to operating conditions. This includes the application of skills to match and attach equipment appropriate to work requirements, secure loads within working specifications, perform routine pre-operational checks, recognise and control hazards and risks, demonstrate emergency procedures, and monitor and maintain operational records. Evidence must also be demonstrated in safe workplace and positive environmental practices. The skills and knowledge required to operate tractors must be transferable to a different work environment. For example, this could include different tractors, terrain and weather conditions.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Tractor components, controls and features and operational functions.
- Tractor steering systems and features.
- Attached equipment, features and operational functions and procedures.
- Operating principles and operating methods.
- Load limits and the principles of weight distribution with regard to load shifting and tractor movement.
- Effects of adverse weather and difficult terrain conditions on tractor operation.
- Environmental Codes of Practice with regard to machinery operation.
- OHS legislative requirements, hazard identification and risk assessment.
- Relevant legislation with regard to machinery operation and licensing requirements.
- OHS Codes of Practice including the use and control of hazardous substances.

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Steer, manoeuvre and position tractor in a smooth and controlled manner.
- Safely and effectively operate tractors in adverse weather and difficult terrain conditions.
- Demonstrate safe and environmentally responsible workplace practices.
- Interpret manufacturers specifications, work and maintenance plans, and MSDS.
- Effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records.
- Calculate and measure distance, volumes and weights.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can communication of ideas and information (1) be applied?</td>
<td>Information with regard to hazards and unsafe work practices associated with the operation of tractors may be reported to the supervisor and work team.</td>
</tr>
<tr>
<td>2. How can information be collected, analysed and organised (1)?</td>
<td>Information with regard to tractor performance, faults and maintenance requirements may be detailed and recorded for reference and organised by reports.</td>
</tr>
<tr>
<td>3. How are activities planned and organised (1)?</td>
<td>Tractor operation may be planned and coordinated around work schedules.</td>
</tr>
<tr>
<td>4. How can team work (1) be applied?</td>
<td>Team work may be applied in the application of methods and procedures to complete operating procedures and maintain records.</td>
</tr>
<tr>
<td>5. How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.</td>
</tr>
<tr>
<td>6. How can problem-solving skills (1) be applied?</td>
<td>Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.</td>
</tr>
<tr>
<td>7. How can the use of technology (1) be applied?</td>
<td>To communicate, measure and record information with regard to maintenance, usage and performance of tractor.</td>
</tr>
</tbody>
</table>
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC2401A Treat weeds

This competency standard covers the process of treating weeds using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common weeds, monitoring and recording the severity of the weed problem, applying a range of treatments, and recording relevant information.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare to treat weeds</td>
<td>1.1 Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.</td>
</tr>
<tr>
<td></td>
<td>1.2 Details of the weed occurrence are recorded and reported to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.3 Treatment methods are selected in consultation with the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.4 Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications.</td>
</tr>
<tr>
<td></td>
<td>1.5 OHS hazards are identified, risks assessed and reported to the supervisor.</td>
</tr>
<tr>
<td>2 Treat weed</td>
<td>2.1 Suitable personal protective equipment (PPE) is selected, used, maintained and stored.</td>
</tr>
<tr>
<td></td>
<td>2.2 Treatments are prepared according to supervisor’s instructions and manufacturers guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.3 Treatments are applied in such a way that non-target damage is minimised.</td>
</tr>
<tr>
<td></td>
<td>2.4 Treatments are applied according to OHS and regulatory requirements.</td>
</tr>
<tr>
<td>3 Carry out post treatment operations</td>
<td>3.1 Equipment is shut down and cleaned with full consideration of environmental impacts and OHS requirements.</td>
</tr>
<tr>
<td></td>
<td>3.2 Treatment waste is disposed of causing minimal environmental damage.</td>
</tr>
<tr>
<td></td>
<td>3.3 Records are maintained according to enterprise guidelines.</td>
</tr>
</tbody>
</table>
## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>details</strong> about the weed might be required?</td>
<td>• Details might include location of weeds, area covered by the weed, possibility of off target damage, and potential threats that the weed may present to surrounding areas.</td>
</tr>
<tr>
<td>What <strong>treatments</strong> might be applied?</td>
<td>• Treatments may include hand weeding, herbicides, release of biological agents, cultivation, slashing, cutting, burning and ripping.</td>
</tr>
<tr>
<td>What <strong>equipment</strong> is appropriate for treatment application?</td>
<td>• Equipment may include backpack sprayers, spray tanks, fertiliser spreaders, ladders, tractor drawn cultivation equipment, rippers, weedicide applicators, handsaws, chainsaws and brushcutters.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> might apply to this standard?</td>
<td>• OHS hazards may include use of hazardous chemicals, use of tractors and machinery, solar radiation, manual handling, falls, tripping and noise.</td>
</tr>
<tr>
<td>What or who may be at <strong>risk</strong> from OHS hazards?</td>
<td>• Hazard may cause risk to workers, equipment, people and animals external to the workplace (such as members of the public, wildlife, pets, bees, fish, birds), and the environment.</td>
</tr>
<tr>
<td>What <strong>personal protective equipment (PPE)</strong> may be required to apply treatments?</td>
<td>• Personal protective equipment may include hat, rubber boots, chemical resistant overalls, face protection, hearing protection, gloves, goggles, respirator or facemask, sunscreen lotion.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> might apply to this standard?</td>
<td>• OHS requirements may include identifying hazards, assessing and reporting risks, safety procedures involved in chemical handling and use, weather conditions, safety procedures for protecting others, cleaning, maintaining and storing tools and equipment, appropriate use, maintenance and storage of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools and equipment, personal hygiene and reporting problems to supervisors.</td>
</tr>
</tbody>
</table>
What regulatory requirements might apply to this standard?

- Regulatory requirements may include the use and disposal of chemicals, record keeping, transport of chemicals, access to area, use of chainsaws, reporting accidents and dangerous goods.

What environmental impacts may apply to this standard?

- Environmental impacts may include leaching and contamination of the water table, soil contamination, spray drift, damage to off target organisms, contaminated produce, surface run off, changes in soil structure.

What records need to be kept when treating weeds?

- Records may include accident and dangerous occurrence reports, name of operator, treatments applied, rate, date, settings of equipment, weed numbers, numbers of beneficial organisms.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in treating weeds requires evidence that the common weeds have been recognised and appropriately treated. The skills and knowledge required to treat weeds must be transferable to a different work environment. For example, this could include different weed species, locations and treatment techniques.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Recognition of common weeds for a particular enterprise/situation.
- Weed growth characteristics.
- Different types of control measures, treatments and their principles.
- Modes of action of different chemicals.
- Equipment capability and limitations.
- Legislation relation to the use of chemicals for weed control.
• OHS responsibilities of employees.
• OHS legislative requirements and associated hazardous substances regulations and Codes of Practice.
• Correct wearing/fit of personal protective equipment.
• Environmental considerations when using chemicals for weed control.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

• Read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturers specifications for setting up equipment, and maintain spray records.
• Prepare to treat weeds.
• Apply weed treatments.
• Carry out post treatment operations.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

   Ideas and information relating to applying weed treatments should be discussed with other members of the work team and the supervisor.

2. How can information be collected, analysed and organised (1)?

   Information will be collected by inspecting the weed and the information gained will be recorded and discussed with the work team and supervisor. Enterprise work procedures and weed control programs should be consulted, interpreted and applied with clarification from the supervisor where necessary.

3. How are activities planned and organised (1)?

   Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others.
4. How can **team work** (1) be applied? The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of weed treatments.

5. How can the use of **mathematical ideas and techniques** (1) be applied? Mathematical ideas in relation to calculating rates, and areas, will be required.

6. How can **problem-solving skills** (1) be applied? Problems solving may be demonstrated in cases of machinery malfunctions or chemical spillage.

7. How can the use of **technology** (1) be applied? Technology may be applied in the preparation, use and maintenance of spray equipment.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.
RTC2404A Treat plant pests, diseases and disorders

This competency standard covers the process of treating plant pests, diseases and disorders using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common plant pests, diseases and disorders, monitoring and recording the severity of the plant pest or disease problem, applying a range of treatments, and recording relevant information.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare to treat plant pests, diseases and disorders | 1.1 Plant pests, diseases and disorders which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.  
1.2 Details of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor.  
1.3 Treatment methods are selected in consultation with the supervisor.  
1.4 Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications.  
1.5 OHS hazards are identified, risks assessed and reported to the supervisor. |
| 2 Apply treatments to plant pests, diseases and disorders | 2.1 Suitable personal protective equipment (PPE) is selected, used, maintained and stored.  
2.2 Treatments are prepared according to supervisor's instructions and manufacturers guidelines.  
2.3 Treatments are applied in such a way that non-target damage is minimised.  
2.4 Treatments are applied according to OHS and regulatory requirements. |
| 3 Carry out post treatment operations | 3.1 Equipment is shut down and cleaned with full consideration of environmental impacts.  
3.2 Treatment waste is disposed of causing minimal environmental damage.  
3.3 Records are maintained according to enterprise guidelines. |
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What may be included under plant pests, diseases and disorders?

- Plant pests and diseases may include chewing, sucking and boring invertebrates, nematode, fungi, viruses, and bacteria. Disorders include toxic soil, air and water. This unit excludes vertebrate pests, nutrient deficiencies and extreme environmental conditions.

What type of details about the plant pest or disease might be required?

- Details might include location and occurrence of plant pests, diseases and disorders, possibility of off target damage and potential threats that the plant pest or disease may present to surrounding areas.

What treatments might be applied?

- Treatments may include use of fertilisers, foliar nutrients, insecticides, fungicides, dips, release of biological agents, pheromone traps, baits, hormones, cultivation, slashing, cutting, burning and ripping.

What equipment is appropriate for treatment application?

- Equipment may include backpack sprayers, spray tanks, fertiliser spreaders, ladders, rippers, pesticide applicators and handsaws.

What OHS hazards might apply to this standard?

- OHS hazards may include use of hazardous chemicals, use of tractors and machinery, solar radiation, and working from ladders.

What or who may be at risk from OHS hazards?

- Hazard may cause risk to workers, equipment, people and animals external to the workplace (such as members of the public, wildlife, pets, bees, fish, birds), and the environment.

What personal protective equipment (PPE) may be required to apply treatments?

- Personal protective equipment may include hat, rubber boots, chemical resistant overalls, gloves, goggles, respirator or facemask, sunscreen lotion.
What **OHS requirements** might apply to this standard?

- OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection and drinking to avoid dehydration, safe operation of tools and equipment, personal hygiene and reporting problems to supervisors, appropriate use, maintenance and storage of personal protective equipment, safety procedures in chemical handling and use, safety procedures for the protection of others.

What **regulatory requirements** might apply to this standard?

- Regulatory requirements may include the use and disposal of chemicals, record keeping, transport of chemicals, and access to area.

What **environmental impacts** may apply to this standard?

- Environmental impacts may include leaching and contamination of the water table, soil contamination, spray drift, damage to off target organisms, contaminated produce, surface run off, changes in soil structure.

What **records** need to be kept when treating plant pests, diseases and disorders?

- Records may include name of operator, treatments applied, rate, date, settings of equipment, plant pest’s numbers, numbers of beneficial organisms.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in treating plant pests, diseases and disorders requires evidence that the common plant pests, diseases and disorders have been recognised and appropriately treated. The skills and knowledge required to treat plant pests, diseases and disorders must be transferable to a different work environment. For example, this could include different plant pest and diseases, locations and treatment techniques.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Recognition of common plant pests, diseases and disorders for a particular enterprise/situation.
- Different types of control measures and their principles.
- Modes of action of different chemicals.
- Legislation relation to the use of chemicals for plant pest, disease and disorder control.
- OHS responsibilities of employees.
- Environmental considerations when using chemicals for plant pest, disease and disorder control.
- OHS legislative requirements and Codes of Practice.
- Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturers specifications for setting up equipment, and maintain spray records.
- Prepare to treat plant pests and diseases.
- Apply plant pest, disease and disorder treatments.
- Carry out post treatment operations.
- Wear personal protective equipment appropriate to task.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can <strong>communication of ideas and information</strong> (1) be applied?</td>
<td>Ideas and information relating to applying plant pest, disease and disorder treatments should be discussed with other members of the work team and the supervisor.</td>
</tr>
<tr>
<td>2. How can <strong>information be collected, analysed and organised</strong> (1)?</td>
<td>Information will be collected by inspecting the plant pest or disease and the information gained will be recorded and discussed with the work team and supervisor. Enterprise work procedures and control programs should be consulted, interpreted and applied with clarification from the supervisor where necessary.</td>
</tr>
<tr>
<td>3. How are <strong>activities planned and organised</strong> (1)?</td>
<td>Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others.</td>
</tr>
<tr>
<td>4. How can <strong>team work</strong> (1) be applied?</td>
<td>The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of plant pest or disease treatments.</td>
</tr>
<tr>
<td>5. How can the use of <strong>mathematical ideas and techniques</strong> (1) be applied?</td>
<td>Mathematical ideas in relation to calculating rates, and areas, will be required.</td>
</tr>
<tr>
<td>6. How can <strong>problem-solving skills</strong> (1) be applied?</td>
<td>Problems solving may be demonstrated in cases of machinery malfunctions or chemical spillage.</td>
</tr>
<tr>
<td>7. How can the use of <strong>technology</strong> (1) be applied?</td>
<td>Technology may be applied in the preparation, use and maintenance of spray equipment.</td>
</tr>
</tbody>
</table>
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC2706A Apply chemicals under supervision

This competency standard covers the process of applying chemicals and biological agents for the control of weeds, pests and diseases using workplace specific application equipment. The work functions in this standard will be carried out under supervision. A thorough knowledge and the application of safety procedures and regulations when using chemicals is required.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follow instructions to check and maintain application and personal protective equipment</td>
</tr>
<tr>
<td>1.1</td>
<td>Pre and post operational checks and maintenance on application equipment are carried out according to manufacturers specifications and enterprise procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Application and personal protective equipment are prepared and adjusted for use appropriate to the situation and in accordance with OHS requirements.</td>
</tr>
<tr>
<td>1.3</td>
<td>Instructions are followed to identify and maintain damaged, non-functioning or worn equipment.</td>
</tr>
<tr>
<td>1.4</td>
<td>OHS hazards are identified and reported to the supervisor.</td>
</tr>
<tr>
<td>2</td>
<td>Use application and personal protective equipment</td>
</tr>
<tr>
<td>2.1</td>
<td>Chemical label is interpreted.</td>
</tr>
<tr>
<td>2.2</td>
<td>Application and personal protective equipment appropriate to the task are recognised and used, maintained and stored according to enterprise procedure and OHS requirements.</td>
</tr>
<tr>
<td>2.3</td>
<td>Measurement and decanting of substances comply with directions.</td>
</tr>
<tr>
<td>2.4</td>
<td>Safe working practices relevant to the situation are followed.</td>
</tr>
<tr>
<td>2.5</td>
<td>Procedures in the event of a chemical spill are identified and followed.</td>
</tr>
</tbody>
</table>
3. Apply chemicals

3.1 **Hazards** are identified and associated risks recognised.

3.2 Requirements for application equipment to accurately and effectively apply the required dose of the chemical to the target are followed.

3.3 Safe working practices relevant to the situation are followed.

4. Follow instructions to empty and clean equipment and containers according to directions

4.1 Instructions for clean-up are identified.

4.2 Equipment and clean up methods using appropriate tools are followed.

4.3 Instructions for disposal of containers and unused chemical or biological agents are identified.

5. Complete chemical records

5.1 Chemical inventory is recorded as instructed and as required by regulations.

5.2 Chemical application details are reported as instructed and as required by regulations.

6. Transport, handle and store chemicals according to instructions and legislative requirements

6.1 Transport, handling and storage requirements for chemicals used are recognised and followed.

6.2 Requirements for storage of chemicals at the workplace are recognised and followed.

### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What <strong>pre and post operational checks</strong> might be relevant to this standard?</th>
<th>Checks may be made to weather conditions (e.g., wind), nozzles, hoses, regulators/gauges, respirator cartridges, drench, and protective clothing and equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of <strong>application equipment</strong> are relevant to this standard?</td>
<td>Knapsacks or hand held pneumatic sprayers, drench guns, spot on applicators, syringes, or other equipment relevant to the workplace.</td>
</tr>
<tr>
<td>What <strong>personal protective equipment</strong> might be relevant to this standard?</td>
<td>Personal equipment may include boots, overalls, chemical resistant gloves, aprons, face shields, respirators or hats.</td>
</tr>
</tbody>
</table>
### Which chemicals may be relevant to this standard?

- Chemicals may include herbicides, insecticides, fungicides, algaecides, growth regulators, growth promotants, bio-agents or vaccines. Excludes application of S6 and S7 chemicals.

### What safe working practices may be relevant to this standard?

- Safe working practices may include procedures for handling, transporting and storing chemicals, selecting and using personal protective clothing and equipment, safe operation of machinery and equipment, safe procedures for applying chemicals and following manufacturers instructions.

### What legislation or regulations may be relevant to this standard?


### What procedures may be followed in the event of a spill?

- May include procedures according to the label, Material Safety Data Sheets (MSDSs) or legislation.

### What hazards may be relevant to this standard?

- Hazards will be listed on labels and the MSDSs for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage or residues in food or feedstuffs.

### What tools may be relevant to this standard?

- Tools may include hand tools, measuring jugs and cylinders, scales, syphoning equipment, drum rinse, and batching tank.

### What application details may be recorded as part of this standard?

- Details such as time, date, quantity and type of chemical, weather, application equipment, host and pest, accidents or dangerous occurrences may be recorded or must be recorded where required by legislation.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person using chemicals in the workplace can use the correct equipment, apply the chemical correctly, record application, identify safety hazards and how to avoid them, and interpret and follow directions. The ability to use chemicals in one workplace should be transferable to another workplace. For example, if a chemical is applied under close supervision on a property growing grain crops, it should be evident that a chemical could be applied on a property where fruit is grown following induction to the new workplace.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Environmental effects of selected chemicals and how to minimise damaging effects of chemicals.
- Different broad chemical types, e.g., insecticides, herbicides and fungicides and their mode of action symbols on the label.
- Principles of Integrated Pest Management.
- Paths of entry of poisons into the body and methods of limiting exposure.
- Methods of minimising risk during application.
- Personal protective equipment and how, when and why it should be used and stored.
- Maintenance of personal protective equipment.
- Relevant State or territory legislation, regulations and Codes of Practices with regard to hazardous substances or the use of chemicals.
- Occupational Health and Safety concerning personal safety and safety of others in the workplace.
- Use of chemicals as one tool of pest management.
- Possible effects on health of bystanders/public in addition to applicators.
Weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.

Correct wearing/fit of personal protective equipment.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Work using a variety of chemical application tools and pieces of equipment that are suitable for the particular application task using safe and environmentally responsible work practices.
- Accurately interpret labels, record relevant information and measure application amounts.
- Respond to emergencies and apply first aid in the event of pesticide poisoning.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied? Information about chemicals and how they will be applied and recorded may be communicated to work colleagues or the supervisor.

2. How can information be collected, analysed and organised (1)? Information may be collected and analysed from chemical labels, MSDSs, operators manuals or from Codes of Practice and advisory materials outlining regulations relevant to chemical use.

3. How are activities planned and organised (1)? Recognising and using equipment, application and cleaning up of chemicals will require coordination of activities.

4. How can team work (1) be applied? Applying chemicals with others in the workplace or in conjunction with other team functions.
5. How can the use of mathematical ideas and techniques (1) be applied?
   Correctly measuring volume of chemical to apply, recording information and working out time periods before work can continue in the area.

6. How can problem-solving skills (1) be applied?
   Taking action concerning faulty equipment may require problem solving.

7. How can the use of technology (1) be applied?
   Recording information may require technology to be used.

What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body
2. Maintenance of current competency in this and the following standards:
   RTC3704A - Prepare and apply chemicals
   RTC3705A - Transport, handle and store chemicals
   RTC4702A - Minimise risks in the use of chemicals
   RTC4703A - Plan and implement a chemical use program
3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
**RTC3206A Erect timber structures and features**

This competency standard covers the process of erecting timber structures and features as a component of landscape project works. These structures and features may include fences, pergolas, trellises, lattices, gazebos, small bridges, handrails, boardwalks, steps, decking, sheds, playhouses, screens, and site furniture. The erecting of timber structures and features is likely to be under limited supervision from others with checking only related to overall progress, and is usually done within established industry guidelines. Some discretion and judgement may be required in the selection, assembly and securing of the timber components used in the structure or feature.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **1 Plan and prepare work** | 1.1 Plans and specifications are interpreted and clarified with the supervisor.  
1.2 The quantity and quality of materials are checked to ensure they conform to design drawings and specifications.  
1.3 **Tools and equipment** are selected and checked for serviceability according to enterprise guidelines.  
1.4 **OHS hazards** are identified, risks assessed, and controls implemented.  
1.5 **Environmental implications** of erecting timber structures are identified and reported to the supervisor. |
| **2 Prepare the site for the structure** | 2.1 **Services** are identified and located from site plans.  
2.2 The position of the structure is marked out according to design drawings and specifications.  
2.3 Profiles are established to conform to the tolerances nominated within the design drawings and specifications.  
2.4 **Footings** are excavated and prepared according to the type of structure to be erected. |
<table>
<thead>
<tr>
<th>3  Prepare and cut timber components</th>
<th>3.1 Components are prepared for assembly to the requirements contained in the design drawings and specifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 The length of components and the positions of cuts and joints are marked out with a pencil according to designated specifications in design drawings.</td>
</tr>
<tr>
<td></td>
<td>3.3 <strong>Cutting tools</strong> are selected, used and maintained according to manufacturers recommendations and <strong>OHS specifications</strong>.</td>
</tr>
<tr>
<td></td>
<td>3.4 Components are cut, checked out and drilled accurately in preparation for <strong>joining</strong> and assembly.</td>
</tr>
<tr>
<td></td>
<td>3.5 Appropriate personal protective equipment is worn.</td>
</tr>
<tr>
<td>4  Assemble and erect structure</td>
<td>4.1 Timber components are assembled into position and <strong>fixed</strong> into place according to design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>4.2 Remaining components are installed and fixed into position according to design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>4.3 Structure is <strong>finished off</strong> to ensure all components are secure and complete.</td>
</tr>
<tr>
<td></td>
<td>4.4 <strong>Coatings</strong> are applied according to specifications, manufacturers recommendations and OHS guidelines.</td>
</tr>
<tr>
<td>5  Check quality of work and clean up site</td>
<td>5.1 Quality of finished works is given a final check to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>5.2 Debris is cleaned from structure and site according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>5.3 Waste material is disposed of according to OHS and environmental requirements.</td>
</tr>
<tr>
<td></td>
<td>5.4 Unused timber is <strong>stored and stacked</strong> for future re-use according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>5.5 Tools and equipment are cleaned and stored according to enterprise guidelines and OHS requirements.</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tools and equipment are likely to be used when erecting timber structures and features?

- Tools and equipment may include levelling equipment, ladders, guy ropes, string lines, tape measures, marking gauges, spades, shovels, crowbars, chisels, hammers, spanners, nails, nail punches, planes, clamps, power tools such as electric drills and saws, handsaws, sanding blocks, paint brushes and putty knives.

What OHS hazards apply to this standard?

- OHS hazards may include manual lifting, use of power tools, use of sharp hand tools, dust, sun exposure, working at heights, falling objects, overhead powerlines, and contact with treated timber.

What environmental implications are likely to be considered?

- Consideration may be given to the impact of soil disturbance and the alteration to water flow during construction, and after the structure or feature has been erected, use and disposable of treated timbers.

What services are likely to be located on site?

- Services may include power, gas, water, stormwater, sewerage or septic connections, phone and optical cables.

What types of footings are likely to be prepared for timber structures and features?

- Footings may be concrete or in some case rammed earth. The depth of footings and timing of footing installation may vary according to the type of structure to be erected. Some structures (e.g., fences) need the post and footing installed at the beginning, others may be supported by bracing during assembly and when complete, the footings are filled.

What timber components are likely to be included in a timber structure or feature?

- Timber components may include beams, rafters, joists, battens, slats, rails and planks.

How is the timber likely to be prepared before assembly?

- Timber preparation may include planing arising from the identification of knots.

What cutting tools are likely to be used?

- Cutting tools may include handsaws, electric saws and chisels.
**What OHS specifications may be included for the use of power tools?**

- OHS specifications may include routine pre-start checks such as cleaning air filters, blades, brakes, safety bars, nuts, bolts and screws, and the operating of power tools according to manufacturers recommendations including correct handling, guards, electrical safety, the wearing of protective clothing, regular servicing, and safe storage when not in use.

**What methods are likely to be used for joining timber?**

- Timber joints may include corner halving, tee halving, bevelled tee halving, stopped halving, cross halving, halved scarf, through dovetail halving and stopped dovetail halving.

**How can timber components be fixed into place?**

- Timber fixing methods may include galvanised plates, saddles, nails, cup head bolts, coach screws, dyna bolts, timber glues or other fasteners.

**How can a structure or feature be finished off to ensure completeness and security of components?**

- Finishing off may include the cutting off of overhangs, sanding, and the plugging of holes and any other cosmetic work that may be required.

**What coatings are likely to be applied to timber structures and features?**

- Coatings may include paint, varnishes and lacquers.

**How is unused timber likely to be stored and stacked?**

- Storing and stacking may include the use of ground sheets, chocks, waterproof covers and strapping in accordance with safe stacking procedures.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in erecting timber structures and features requires evidence that the work can be planned and prepared for, that the structure site can be marked out according to design drawings and specifications, and that the structure or feature can then be assembled, erected and finished off according to the required standards. The skills and knowledge required to erect timber structures and features must be **transferable** to a different work environment. For example, this could include different timber structures, timbers, locations, environments and work conditions.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Levelling principles and techniques.
- Timber properties and characteristics.
- Common timber joints.
- Timber fixing methods and product.
- Footings and their construction used for timber structures.
- OHS requirements associated with erecting structures and features.
- Environmental implications associated with excavation and construction activity.

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Interpret design drawings and specifications.
- Measure and mark lengths of timber accurately.
- Join timbers using a variety of recognised methods.
- Use some surveyors instruments.
- Use hand and power tools according to OHS requirements.
- Demonstrate safe working practices.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Information regarding timber selection may need to be discussed with suppliers, the client and other members of the work team.

2. How can information be collected, analysed and organised (2)? The information on design drawings, specifications and site plans may need to be collected, analysed and then transferred to site.

3. How are activities planned and organised (2)? Activities on the work site may need to be planned and organised to ensure efficient use of time and resources.

4. How can team work (2) be applied? Team work may be required when assembling and erecting timber structures and features.

5. How can the use of mathematical ideas and techniques (2) be applied? Mathematical techniques may be applied when calculating lengths of timber and marking out cuts and joints.

6. How can problem-solving skills (2) be applied? Problems may arise if calculations of timber lengths are inaccurate.

7. How can the use of technology (2) be applied? The use of technology may be applied when using levelling equipment to mark out the structure site.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC3209A Plan and construct conventional fencing

This competency standard covers the functions required to plan and construct conventional fencing. Conventional fencing refers to post and wire/wire netting under tension and can be used for animal control or as a deterrent for people and vehicles. It requires the application of skills and knowledge to identify and incorporate fencing needs and enterprise objectives into an efficient and cost-effective fence. It also requires the ability to match fencing requirements to the property’s topography. It requires an awareness of workplace safety and environmental practices associated with maintenance activities. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Determine fencing requirements | 1.1 **Fencing requirements** are assessed and clarified according to enterprise objectives.  
1.2 **Equipment, materials** and labour requirements are determined, and estimated costings are maintained within budgetary constrains.  
1.3 **Plan** is prepared giving consideration to siting fences in relation to natural features and proposed uses.  
1.4 Legal requirements associated with fencing construction are identified. |
| 2 Prepare for construction | 2.1 Proposed fencing is checked and verified against property maps and **work plan**.  
2.2 Services, structures and features, which may impact on the fencing work, are identified and incorporated into the fencing plan.  
2.3 Tools and fencing equipment (including safety equipment), are arranged and safely and **efficiently** transported to the work site.  
2.4 Labour requirements are arranged and confirmed according to **enterprise requirements**.  
2.5 Potential and existing **hazards** in the workplace are risk assessed and minimised according to **OHS** requirements. |
### 3 Construct conventional fence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Suitable <strong>personal protective equipment</strong> is selected, used, maintained and stored according to OHS and enterprise requirements.</td>
</tr>
<tr>
<td>3.2</td>
<td>Fence lines are marked out and checked against work plan and property maps.</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>Fence is constructed</strong> according to work plan, OHS and enterprise requirements.</td>
</tr>
<tr>
<td>3.4</td>
<td>Gates are attached and appropriately positioned for <strong>correct operation</strong> and function according to work plan.</td>
</tr>
<tr>
<td>3.5</td>
<td>All work is carried out safely according to OHS and enterprise requirements.</td>
</tr>
</tbody>
</table>

### 4 Complete fencing operations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Work site is <strong>cleared and tidied</strong> and all waste is disposed of in an environmentally responsible manner.</td>
</tr>
<tr>
<td>4.2</td>
<td>Tools and fencing equipment are transported safely from the work site and stored according to manufacturers recommendations and enterprise requirements.</td>
</tr>
<tr>
<td>4.3</td>
<td>Tools and equipment faults or malfunctions are reported for repair or replacement according to enterprise requirements.</td>
</tr>
<tr>
<td>4.4</td>
<td>Relevant information is recorded and maintained according to enterprise requirements.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>What may be identified in <strong>fencing requirements</strong>?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• This may include types of fencing and the purposes for which it is to be used.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What <strong>equipment and materials</strong> may be required for the construction of fences?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• This may include post driver, post hole diggers, fencing pliers, wire strainers, wire cutters, wire spinners, shovel, crowbar/rammer, brace and bit, drill, fencing wire might include: plain, barbed, ringlock, netting, posts, droppers, wire, staples, gates, hinges and chains.</td>
<td></td>
</tr>
<tr>
<td>What information may be included for consideration in a fencing plan?</td>
<td>• This may include the type of materials required and costs, type of stock/animal/people control required, soils, topography, water, layout of site/land to be fenced, machinery use and access.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>What information may be included in a work plan?</td>
<td>• This may include designated work tasks, allocated tools and equipment, materials requirements, procedures for pre-start and safety checks of tools and equipment, timeframe for work completion, managers instructions and reporting requirements.</td>
</tr>
<tr>
<td>What may be involved in the efficient transport of tools and equipment?</td>
<td>• This may involve methods and procedures to minimise possible damage or loss to tools, equipment and personnel.</td>
</tr>
<tr>
<td>What enterprise requirements may be applicable to this standard?</td>
<td>• Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.</td>
</tr>
<tr>
<td>What hazards may be relevant to this standard?</td>
<td>• This may include exposure to hazardous noise, dust, solar radiation and adverse weather conditions, PTO shafts, manual handling, trip or uneven surfaces, splinters, insect, spider and snakebites, and wire breakage when straining. It may also include electricity associated with powered tools.</td>
</tr>
<tr>
<td>What OHS requirements may be applicable to this standard?</td>
<td>Safe systems and procedures for:</td>
</tr>
<tr>
<td></td>
<td>• the use of fencing tools and equipment</td>
</tr>
<tr>
<td></td>
<td>• the operation of vehicles</td>
</tr>
<tr>
<td></td>
<td>• hazard and risk control</td>
</tr>
<tr>
<td></td>
<td>• lifting, carrying and handling techniques</td>
</tr>
<tr>
<td></td>
<td>• manual handling especially when handling posts and coils of wire and using a rammer</td>
</tr>
<tr>
<td></td>
<td>• the use, maintenance and storage of personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>• outdoor work including protection from solar radiation</td>
</tr>
<tr>
<td></td>
<td>• protection from dusts</td>
</tr>
<tr>
<td></td>
<td>• the administration of first aid.</td>
</tr>
</tbody>
</table>
What personal protective equipment may be relevant to this standard?

- This may include boots, overalls, gloves, eye protection, hearing protection, respirator or face mask, and sun protection.

What may be involved in the construction of a fence?

- This may include constructing end assemblies, positioning marker wire, installing and securing intermediate posts along the marker wire, attaching wires to posts which are then joined, strained and fixed using correct knots. It may also include laying out and securing droppers to the wires.

When might gates be determined as operating correctly?

- Gates are attached to a gate post, hung, swung and secured for closure.

What may be involved in clearing and tidying a work site?

- This may involve replacing dirt, and the removal and safe disposal of waste.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to develop conventional fencing plans and implement its construction. It requires the ability to access and interpret plans, arrange surveys and analyse results, calculate cost structures, obtain legal authorisations for development, and provide alternative options. Evidence must also be demonstrated in an awareness of legislative requirements associated with planning and construction activities. The skills and knowledge required to plan and construct conventional fencing must be transferable to another rural environment.

For example, this could include different fencing situations, materials, terrain and environments.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Issues affecting property fence planning and construction.
- Procedures for planning fencing in relation to the whole property plan.
- Range of fencing designs, construction methods and materials.
- Types of fencing construction tools and equipment.
- Fencing materials and costings.
- Common fencing hazards and safety precautions.
- OHS legislative requirements and Codes of Practice.
- Relevant Codes of Practice with regard to the protection of the environment.
- Hazard identification, assessment and control.

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**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Draft fencing plans and specifications.
- Cost fencing plans.
- Arrange and purchase supplies.
- Demonstrate safe workplace practices.
- Minimise environmental impacts.
- Read and interpret plans.
- Consult with and report to management.
- Calculate and measure fencing requirements and calculate costings.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied? Information with regard to fencing requirements and planning may be sourced from management and the property network.

2. How can information be collected, analysed and organised (1)? Information with regard to the type of fencing, siting details and resource requirements may be prepared and included in a plan.

3. How are activities planned and organised (1)? Activities involving the purchasing of materials and arranging their transportation to worksite may be planned and arranged prior to work schedule.

4. How can team work (1) be applied? In the application of methods and procedures to construct fencing according to plan within timeframes and health and safety meetings.

5. How can the use of mathematical ideas and techniques (1) be applied? Basic mathematical techniques may be applied in quantity surveying, costing alternatives and measuring and drafting.

6. How can problem-solving skills (1) be applied? Problems of topography, stock pressures, location of gates may be solved by revising and making changes to the fencing plan.

7. How can the use of technology (1) be applied? Technology may be used to communicate, process information and assist in construction processes.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC3401A Control weeds

This competency standard covers the process of controlling weeds, taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as weed recognition, biology and control, and the lifecycles of weed predators and hosts.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Assess weed infestation | 1.1 Scope and size of the infestation is assessed.  
          |                     | 1.2 **Weeds and beneficial organisms** are identified and reported or recorded in field notes.  
          |                     | 1.3 Levels of weed infestations tolerated by the client, market or environment are identified from the integrated pest management (IPM) strategy.  
          |                     | 1.4 Infestation levels, above which plant health or growth objectives are compromised are identified.  
          |                     | 1.5 Professional advice is obtained as required according to enterprise guidelines.
| 2       | Plan the implementation of control measures | 2.1 **Control measures** suitable for the infestation are selected from IPM strategy.  
          |                     | 2.2 **Tools, equipment and machinery** are selected for each work activity according to enterprise work procedures.  
          |                     | 2.3 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.  
          |                     | 2.4 Suitable safety equipment and **personal protective equipment (PPE)** are selected, used, maintained and stored.  
          |                     | 2.5 Control measures selected need to be in full consideration of environmental implications.  
| 3       | Implement control measures | 3.1 Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor.  |
3.2 Control measures are implemented according to the **IPM standards** or industry Code of Practice.

3.3 Implementation of IPM activities is undertaken according to **OHS requirements**.

3.4 A **clean and safe work area** is maintained throughout and on completion of each work activity.

3.5 **Records** are maintained as required by legislation and enterprise guidelines.

4 Monitor control methods

4.1 Control methods are monitored to identify side effects to other plants, animals or external environment.

4.2 Effectiveness of control methods are assessed in reference to specified industry and enterprise standards.

4.3 Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.

### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What weeds may be relevant to this standard?</th>
<th>• These may include weeds which present a potential risk for the enterprise, industry or environment, are notifiable to authorities, are part of a local, regional, State or national strategy.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What beneficial organisms may be relevant to this standard?</th>
<th>• These may include volunteer or cultivated plants that out-compete the weed, insects and other non-vertebrates, and microorganisms that attack the weed.</th>
</tr>
</thead>
</table>

<p>| What control measures may be employed as part of an IPM program? | • These may include targeted chemical application, the application of non-chemical controls including organically or naturally ingredient based sprays, controlled release of predatory organisms, or the application of cultural control methods including removal and disposal of weeds. |</p>
<table>
<thead>
<tr>
<th><strong>What tools, equipment and machinery may be required?</strong></th>
<th>• Standard horticultural tools such as gardening implements, mechanised and manually operated spray applicators and cultivators, tractors and trailed equipment may be required. Monitoring equipment for the implementation of an IPM program may include insect traps, soil, fertiliser and plant tissue test kits and sampling equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What OHS hazards may be associated with this standard?</strong></td>
<td>• Hazards may include chemicals and hazardous substances, manual handling, operating machinery tools and equipment, noise, dust, solar radiation, falls and tripping.</td>
</tr>
<tr>
<td><strong>What PPE may be included?</strong></td>
<td>• PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.</td>
</tr>
<tr>
<td><strong>What environmental implications may be associated with controlling weeds?</strong></td>
<td>• Beneficial environmental impacts may occur where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment. Beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation and reduced weed numbers.</td>
</tr>
<tr>
<td></td>
<td>• Detrimental environmental impacts may arise where IPM activities produce excess noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques.</td>
</tr>
<tr>
<td><strong>What IPM Standards may be specified?</strong></td>
<td>• Standards may include those established by registered industry associations, clients or markets of the enterprise, land management agencies or quality assurance program.</td>
</tr>
</tbody>
</table>
What **OHS requirements** may be relevant to this standard?  
- OHS requirements may include identifying hazards, assessing risks and implementing controls, cleaning, maintaining and storing tools, equipment and machinery, appropriate use, maintenance and storage of PPE including sun protection, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals, organically based materials and hazardous substances, correct manual handling, basic first aid, safety procedures for protection of others, personal hygiene, and reporting problems to supervisors.

How may a **clean and safe work area** be maintained?  
- Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of IPM activities, correct storage of personal protective equipment, safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area.

What **records** may apply to controlling weeds?  
- Records may include types of weeds and beneficial organisms present, numbers of weeds and beneficiais present, treatments applied, date of application, application rates, success of treatments, economic thresholds.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in controlling weeds requires evidence that weed control measures have been successfully planned, implemented and monitored according to enterprise guidelines and industry best practice. The skills and knowledge required to control weeds must be **transferable** to a different work environment. For example, this could include different weed species, enterprise situations and control methods.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Weed recognition.
- Economic, aesthetic or environmental thresholds for a range of weeds.
- Chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an IPM program.
- Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures.
- Range of site monitoring and analysis techniques that may be used to implement an IPM program.
- Association of IPM methods with site limitations, environmental implications, end market and horticultural objectives for the site.
- OHS issues and legislative requirements associated with hazardous substances, regulations and Codes of Practice.
- OHS responsibilities of employers and employees.
- Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Recognise a range of weeds and beneficial organisms within a particular enterprise.
- Communicate with work team members, supervisors, contractors and consultants.
- Utilise proforma reporting, analysis and work procedure documents.
- Understand IPM symbols and information.
- Interpret and apply IPM program spatial and logistical specifications.
- Correct fitting, cleaning and storage of personal protective equipment.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   Written, oral and telecommunication of ideas and information relating to IPM implementation, activities and problems encountered will be required with the supervisor, work group, contractors or consultants.

2. How can information be collected, analysed and organised (2)?
   Enterprise work procedures and IPM program should be consulted, interpreted and applied to coordinate weed control activities with further clarification sought from the supervisor, contractors or consultants where necessary.

3. How are activities planned and organised (3)?
   Work activities for the work group, contractors and self will be planned prior to and adjusted during implementation of the IPM program.

4. How can team work (2) be applied?
   Implementation of the IPM program will involve facilitating and leading members of a team to complete IPM activities, and meet IPM standards and specifications on time and budget.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Mathematical application will be required to implement the spatial and logistical and quantitative requirements of the IPM program.

6. How can problem-solving skills (3) be applied?
   Site contingencies, personnel difficulties and control and timeline failures may require problem-solving techniques.
7. How can the use of technology (3) be applied?

Technological understanding will be required to access and apply IPM specifications to work activities, undertake IPM activities, communicate and keep records.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC3404A Control plant pests, diseases and disorders

This competency standard covers the process of controlling plant pests, diseases and disorders taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as pests and disease recognition, lifecycles, biology and control, and predators and hosts.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Assess pests and disease infestation | 1.1 Scope and size of the infestation is assessed.  
1.2 **Plant pests, diseases and disorders** and **beneficial organisms** are identified and reported or recorded in field notes.  
1.3 Levels of pest infestations tolerated by the client, market or environment are identified from the integrated pest management (IPM) strategy.  
1.4 Infestation levels, above which plant health or growth objectives are compromised, are identified.  
1.5 Professional advice is obtained as required according to enterprise guidelines. |
| 2 Plan the implementation of control measures | 2.1 **Control measures** suitable for the infestation are selected from IPM strategy.  
2.2 **Tools, equipment and machinery** are selected for each work activity according to enterprise work procedures.  
2.3 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.  
2.4 Suitable safety equipment and **personal protective equipment (PPE)** are selected, used, maintained and stored.  
2.5 Control measures selected need to be in full consideration of OHS and **environmental implications**. |
3 Implement control measures

3.1 Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor.

3.2 Control measures are implemented according to the IPM standards or industry Code of Practice.

3.3 Implementation of IPM activities is undertaken according to OHS requirements.

3.4 A clean and safe work area is maintained throughout and on completion of each work activity.

3.5 Records are maintained as required by legislation and enterprise guidelines.

4 Monitor control methods

4.1 Control methods are monitored to identify side effects to other plants, animals or external environment.

4.2 Effectiveness of control methods are assessed in reference to specified industry, OHS and enterprise standards.

4.3 Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What plant pests, diseases and disorders may be relevant to this standard?

These may include plant pests, diseases and disorders which:

- present a potential risk for the enterprise, industry or environment.
- are notifiable to authorities.
- are part of a local, regional, State or national strategy.

What beneficial organisms may be relevant to this standard?

- These may include volunteer or cultivated plants, insects, spiders and microorganisms that out-compete, parasitise or predate on the pests and disease relevant to the IPM program.
<table>
<thead>
<tr>
<th>What <strong>control measures</strong> may be employed as part of an IPM program?</th>
<th>• These may include targeted chemical application, the application of non-chemical controls including organically or naturally ingredient based sprays, controlled release of predatory organisms, or the application of cultural control methods including removal and disposal of plant pests, diseases and disorders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>tools, equipment and machinery</strong> may be required?</td>
<td>• Standard tools, such as gardening implements, mechanised and manually operated spray applicators and cultivators, tractors and trailed equipment may be required. Monitoring equipment for the implementation of an IPM program may include insect traps, soil, fertiliser and plant tissue test kits and sampling equipment.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> may be associated with this standard?</td>
<td>• Hazards may include chemicals and hazardous substances, manual handling, falling branches, overhead powerlines, operating machinery tools and equipment, noise, dust, solar radiation.</td>
</tr>
<tr>
<td>What <strong>PPE</strong> may be included?</td>
<td>• PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.</td>
</tr>
<tr>
<td>What <strong>environmental implications</strong> may be associated with controlling plant pests, diseases and disorders?</td>
<td>• Beneficial environmental impacts may occur where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment. Beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation, and reduced pest numbers. • Detrimental environmental impacts may arise where IPM activities produce excess noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques.</td>
</tr>
<tr>
<td>What <strong>IPM Standards</strong> may be specified?</td>
<td>• Standards may include those established by registered industry associations, clients or markets of the enterprise, land management agencies or quality assurance program.</td>
</tr>
</tbody>
</table>
What **OHS requirements** may be relevant to this standard?

- OHS requirements may include identifying hazards, assessing risks and implementing controls, cleaning, maintaining and storing tools, equipment and machinery, appropriate use, maintenance and storage of PPE including sun protection, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals, organically based materials and hazardous substances, correct manual handling, basic first aid, personal hygiene, and reporting problems to supervisors and safety procedures for the protection of others.

How may a **clean and safe work area** be maintained?

- Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of IPM activities, safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area.

What **records** may apply to controlling plant pests, diseases and disorders?

- Records may include types of plant pests, diseases and disorders and beneficial organisms present, numbers of pests and beneficials present, treatments applied, date of application, application rates, success of treatments, economic thresholds, accident and dangerous occurrence records.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in implementing an integrated pest management (IPM) program requires evidence that the person is able to prepare for IPM activities, coordinate work activities, and monitor and apply control methods to pests or diseases within the parameters of IPM standards and specifications. The skills and knowledge required to control plant pests, diseases and disorders must be **transferable** to a different work environment. For example, this could include different plant pests, diseases and disorders, enterprise situations and control methods.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Pests and disease recognition.
- Economic, aesthetic or environmental thresholds for a range of plant pests, diseases and disorders.
- Chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an IPM program.
- Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures.
- Range of site monitoring and analysis techniques that may be used to implement an IPM program.
- Association of IPM methods with site limitations, environmental implications, end market and production or environmental objectives for the site.
- OHS responsibilities for employees and employers.
- OHS procedures.
- OHS legislative requirements including hazardous substances regulations and Codes of Practice.
- Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Recognise of a range of pests, diseases and beneficial organisms within a particular enterprise.
- Communicate with work team members, supervisors, contractors and consultants.
- Interpret and apply the Integrated Pest Management Program.
- Utilise proforma reporting, analysis and work procedure documents.
- Understand IPM symbols and information.
• Interpret and apply IPM program spatial and logistical specifications.
• Interpret and apply test results, and calculate the quantities and applications rates of control materials.
• Coordinate work group, contractors and own activities to sequentially and effectively complete IPM activities in a timely and cost effective manner.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?

   Written, oral and telecommunication of ideas and information relating to IPM implementation, activities and problems encountered will be required with the supervisor, work group, contractors or consultants.

2. How can information be collected, analysed and organised (2)?

   Enterprise work procedures and IPM program should be consulted, interpreted and applied to coordinate plant pest, disease and disorder control activities with further clarification sought from the supervisor, contractors or consultants where necessary.

3. How are activities planned and organised (3)?

   Work activities for the work group, contractors and self will be planned prior to and adjusted during implementation of the IPM program.

4. How can team work (2) be applied?

   Implementation of the IPM program will involve facilitating and leading members of a team to complete IPM activities, and meet IPM standards and specifications on time and budget.

5. How can the use of mathematical ideas and techniques (2) be applied?

   Mathematical application will be required to implement the spatial and logistical and quantitative requirements of the IPM program.
6. How can **problem-solving skills** (2) be applied?
   Site contingencies, personnel difficulties, control and timeline failures and identifying, assessing and controlling hazards may require problem solving techniques.

7. How can the use of **technology** (2) be applied?
   Technological understanding will be required to access and apply IPM specifications to work activities, undertake IPM activities, communicate and keep records.

*Are there other competency standards that could be assessed with this one?*

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.
RTC3704A Prepare and apply chemicals

This competency standard covers the process of preparing and applying chemicals for the control of weeds, pests and diseases. It requires knowledge of the chemicals related to the workplace, the hazards and risks involved in their use, and the specific safety procedures prescribed for working unsupervised within organisational guidelines. It requires the ability to handle and apply chemicals ensuring minimum risk to self, others and environment and accurately record their use.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the need for chemical use</td>
</tr>
<tr>
<td>1.1</td>
<td>Nature and level of the pest, weed infestation or disease is identified.</td>
</tr>
<tr>
<td>1.2</td>
<td>Need for action is assessed.</td>
</tr>
<tr>
<td>1.3</td>
<td>Assess the requirement for chemical use as an option within an integrated pest management strategy.</td>
</tr>
<tr>
<td>1.4</td>
<td>Hazard and risk analysis of different chemical options is undertaken.</td>
</tr>
<tr>
<td>1.5</td>
<td>Requirement for chemical application including coverage by appropriate insurance is identified and confirmed.</td>
</tr>
<tr>
<td>2</td>
<td>Prepare appropriate chemical</td>
</tr>
<tr>
<td>2.1</td>
<td>Chemical label and Material Safety Data Sheets (MSDS) are read and understood.</td>
</tr>
<tr>
<td>2.2</td>
<td>Labels are checked to ensure chemicals meet user requirements and specifications.</td>
</tr>
<tr>
<td>2.3</td>
<td>Chemicals are prepared from those registered for the intended purpose, and to suit the organisation’s chemical use strategy.</td>
</tr>
<tr>
<td>2.4</td>
<td>Legislation and regulations concerning chemical use are identified and followed.</td>
</tr>
<tr>
<td>2.5</td>
<td>Occupational Health and Safety (OHS) hazards and risks and risk control requirements associated with use of the chemical are identified.</td>
</tr>
</tbody>
</table>
### 3 Prepare to use chemicals according to the label and MSDS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Personal protective equipment</strong> is selected and checked for use according to the product label and MSDS.</td>
</tr>
<tr>
<td>3.2</td>
<td>Requirements for <strong>pre and post-operative checks</strong> on equipment are followed.</td>
</tr>
<tr>
<td>3.3</td>
<td>Damage, wear or malfunctions of any equipment is identified and reported or repaired.</td>
</tr>
<tr>
<td>3.4</td>
<td>Requirements for the selection, preparation and adjustment of <strong>application equipment and tools</strong> for the appropriate chemicals are followed.</td>
</tr>
<tr>
<td>3.5</td>
<td>Mixing rates are defined and calculated.</td>
</tr>
<tr>
<td>3.6</td>
<td><strong>Directions, standards</strong> and legislative requirements for mixing chemicals are followed.</td>
</tr>
</tbody>
</table>

### 4 Apply chemicals

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td><strong>Meteorological conditions</strong> and forecasts are assessed prior to and during application.</td>
</tr>
<tr>
<td>4.2</td>
<td><strong>Hazards</strong> of particular chemicals are identified.</td>
</tr>
<tr>
<td>4.3</td>
<td><strong>Risks</strong> to others and the environment are assessed and controlled.</td>
</tr>
<tr>
<td>4.4</td>
<td>Application equipment calibration procedures are followed.</td>
</tr>
<tr>
<td>4.5</td>
<td>Procedures and precautions for the use of the chemicals are interpreted from labels and accreditation requirements.</td>
</tr>
<tr>
<td>4.6</td>
<td>Requirements for chemical handling and application are determined from directions, standards and legislative requirements.</td>
</tr>
<tr>
<td>4.7</td>
<td>Chemicals are applied safely and effectively according to directions.</td>
</tr>
<tr>
<td>4.8</td>
<td>Chemical spills or accident procedures are followed.</td>
</tr>
<tr>
<td>4.9</td>
<td>First aid equipment is made available on site.</td>
</tr>
</tbody>
</table>

### 5 Clean up following chemical application

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td><strong>Tools or equipment</strong> required to clean up chemicals are selected.</td>
</tr>
<tr>
<td>5.2</td>
<td>Requirements for cleaning equipment and sites are defined and followed according to directions and standards.</td>
</tr>
<tr>
<td>5.3</td>
<td>Requirements for disposing of unused chemicals, empty containers or spilled material are defined from directions and standards.</td>
</tr>
</tbody>
</table>
5.4 Procedures for reporting chemical spills are followed.

6 Record application details

6.1 Application of chemicals is recorded according to organisation procedures, label directions and legislation.

6.2 Details of the specific chemical concerned are recorded correctly in the chemical inventory according to regulations.

6.3 Inventory of personal protective equipment and application equipment is recorded.

6.4 Procedures and requirements for reporting application details to senior management or client are followed.

6.5 Records of injury or poisoning associated with application of chemical are made and provided to the appropriate person.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What chemicals may be considered for use?

- Chemicals may include insecticides, fungicides, herbicides, bactericides, algaecides, bio-agents, nematacides, rodenticides, antimicrobial agents, anthelmintics, hormone growth promotants or a range of veterinary chemicals used to treat animals for disease.

What legislation and regulations may be relevant to this standard?


What OHS hazards and risks are relevant to this standard?

- OHS hazards include exposure of the operators and others in the workplace to the absorption of chemicals through the skin and by inhalation and ingestion. Risks may include acute poisoning, chronic or long-term health effects, and lack of appropriate insurance coverage.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>OHS risk control requirements</strong> are relevant to this standard?</td>
<td>• OHS risk control measures may include safe application techniques, use and maintenance of personal protective equipment, safe wash down procedures, safe procedures for container rinsing and management.</td>
</tr>
<tr>
<td>What <strong>personal protective equipment</strong> might be relevant to this standard?</td>
<td>• Personal equipment may include boots, overalls, chemical resistant gloves, aprons, face shields, respirators or hats.</td>
</tr>
<tr>
<td>What <strong>pre and post operational checks</strong> might be relevant to this standard?</td>
<td>• Checks may be made to weather conditions (e.g., wind), nozzles, hoses, regulators/gauges, respirator cartridges, drench and protective clothing and equipment.</td>
</tr>
<tr>
<td>What <strong>application equipment</strong> may be relevant to this standard?</td>
<td>• Include knapsacks or hand held pneumatic sprayers, drench guns, spot on applicators, CDA and air assisted units, self-propelled sprayers, controllers or power operated equipment like boomsprays, pressure wands, jetting race, shower/plunge dips, hand jetting or air blast sprayer.</td>
</tr>
<tr>
<td>What <strong>directions and standards</strong> may be relevant to this standard?</td>
<td>• May include the instructions on the chemicals label, in an operator’s manual, on a MSDS, in an industry standard, or from Codes of Practice and advisory material explaining legislation relevant to chemical use.</td>
</tr>
<tr>
<td>What <strong>hazards</strong> may need to be addressed in this standard?</td>
<td>• Hazards will be listed on labels and the MSDS for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, uneven surfaces, trip points, solar radiation, manual handling, faulty equipment, environmental damage or residues in foods.</td>
</tr>
<tr>
<td>What <strong>risks</strong> may need to be assessed in this standard?</td>
<td>• Risks that may be assessed include spillage, contact of chemical with skin or eyes, accidental ingestion, incorrect concentrations in mixtures, faulty or inappropriate storage containers, incorrectly calibrated equipment, spray drift, contamination of waterways, incorrect disposal of unused chemicals or faulty equipment</td>
</tr>
<tr>
<td>What <strong>meteorological conditions</strong> might be assessed?</td>
<td>• Rain, wind, temperature, relative humidity, inversion or stable air conditions.</td>
</tr>
</tbody>
</table>
What **tools and equipment** may be used for cleaning up after chemical application or spill?

- Include washing soda, chlorine, containers for disposal of chemicals, non-flammable absorbent materials and shovels, booms, sausages and sandbags.

What **organisational procedures** may be in place for recording?

- Written journal or computer record may be used for recording.

Who may be the **appropriate person** to receive reports about accidents and spills?

- Include relevant authorities, supervisor, manager, business owner or colleague.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

### Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in this preparing and applying chemicals requires evidence that a person can work unsupervised to prepare the correct chemical for the problem, apply the chemical according to safe work practice and legislation and ensure minimal effects on the environment and others.

The skills and knowledge required to prepare and apply chemicals must be **transferrable** to a different work environment. For example, this could include different chemicals, application methods and workplaces.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Chemical free options for pest control.
- OHS issues, legislative requirements and Codes of Practice relevant to chemical use and hazardous substances.
- Use, maintenance and storage of equipment to prepare and apply chemicals.
- Use, maintenance and storage of personal protective equipment, including how, when and why it should be used.
- Licensing requirements and relevant State authorities.
- Modes of chemical absorption and paths of entry associated with risks to bystanders/public and applicators.
- Environmental effects of chemicals.
- Drift management.
- Calibration and adjustments.
- Cost effective use of chemicals.
- Hazard identification, assessment and control, and emergency response.
- Correct wearing/fit of personal protective equipment.

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Communicate orally and in writing.
- Read and interpret labels.
- Measure quantities, application rates and calibrate equipment.
- Report on and record activities.
- Use safe and environmentally responsible work practices.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can communication of ideas and information (2) be applied?</td>
<td>Reporting and recording information about chemical application.</td>
</tr>
<tr>
<td>2. How can information be collected, analysed and organised (2)?</td>
<td>Information in labels, directions, standards and accreditation conditions (in the case of ‘prescribed chemicals), need to be interpreted and analysed.</td>
</tr>
<tr>
<td>3. How are activities planned and organised (2)?</td>
<td>Planning the application of chemicals in conjunction with other workplace activities.</td>
</tr>
<tr>
<td>4. How can team work (2) be applied?</td>
<td>A chemical strategy may be implemented in a team through health and safety meetings.</td>
</tr>
<tr>
<td>5. How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>Calibration of equipment, mixing chemicals and calculations.</td>
</tr>
<tr>
<td>6. How can problem-solving skills (2) be applied?</td>
<td>Matching the correct chemical to the problem and ensuring the all accreditation conditions are met.</td>
</tr>
<tr>
<td>7. How can the use of technology (1) be applied?</td>
<td>Recording information may require the use of appropriate technology.</td>
</tr>
</tbody>
</table>
**What are the special assessment conditions for this competency standard?**

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body.
2. Maintenance of current competency in this and the following standards:
   
   RTC3705A .-Transport, handle and store chemicals
   RTC4702A .-Minimise risks in the use of chemicals
   RTC4703A .-Plan and implement a chemical use program.

3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC4306A Supervise maintenance of machinery and equipment

This competency standard covers the functions involved in supervising the maintenance of property, machinery and equipment. It requires the application of skills and knowledge to develop and implement a maintenance plan which is cost efficient, and causes minimal disruption to enterprise operations. It involves determining and scheduling staff and resources and maintaining relevant legislative requirements, safe workplace and positive environmental practices. The work functions in this standard are likely to be carried out independently within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare maintenance plan</td>
<td>1.1 Maintenance requirements for property, machinery and equipment are identified from relevant information sources.</td>
</tr>
<tr>
<td></td>
<td>1.2 Maintenance costs are identified and quantified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions.</td>
</tr>
<tr>
<td></td>
<td>1.4 Maintenance plan is developed to promote and sustain performance and production systems in line with enterprise requirements.</td>
</tr>
<tr>
<td></td>
<td>1.5 Effective workplace communication strategies are established with regard to maintenance plan, environmental and OHS policies, and enterprise requirements.</td>
</tr>
<tr>
<td>2 Implement maintenance plan</td>
<td>2.1 Resource and supply requirements are identified, secured and included in enterprise budgets and operational considerations.</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepared maintenance schedules and procedures are effectively communicated to staff, contractors and suppliers to minimise negative impacts on production and costs.</td>
</tr>
<tr>
<td></td>
<td>2.3 Maintenance plan is implemented and scheduled to minimise disruption to enterprise operations.</td>
</tr>
<tr>
<td></td>
<td>2.4 Potential risks are assessed with regard to staff and supply problems, and contingency plans prepared accordingly.</td>
</tr>
<tr>
<td></td>
<td>2.5 Machinery and equipment are operated to manufacturers specifications, OHS and enterprise requirements.</td>
</tr>
</tbody>
</table>
3 Monitor maintenance plan

3.1 Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness.

3.2 Workplace hazards and environmental implications associated with maintenance procedures are monitored and controlled in line with OHS and enterprise requirements.

3.3 Costs are monitored and controlled within enterprise budget requirements.

3.4 Relevant information with regard to the maintenance plan is documented in accordance with enterprise requirements.

3.5 Property, machinery and equipment are maintained in clean and safe operational conditions.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>What factors may necessitate the requirement for maintenance procedures?</th>
<th>• Wear, corrosion, design problems, equipment modifications, incorrect use and accidents, acts of nature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information sources may be consulted?</td>
<td>• Operational diaries, staff comment and/or personal testing, observation of structures, machinery and equipment, manufacturers in-service updates, operator’s manuals, property improvement groups, relevant government departments, other enterprise operators, contractors and service representatives.</td>
</tr>
<tr>
<td>What might be included in a maintenance plan?</td>
<td>• Maintenance activities and schedules, maintenance costs and budget details, staff, resource and supply requirements, staff roles and responsibilities, contingency plan for staff and supply problems, reporting requirements, hazard and risk control measures, OHS procedures, personal protective clothing and equipment requirements, and environmental impact control measures.</td>
</tr>
</tbody>
</table>
What **enterprise requirements** may be applicable to this standard?

- Standard Operating Procedures (SOP), industry standards, production schedules, Material Safety Data Sheets (MSDS), legislative and licensing requirements, work notes, product labels, manufacturers specifications, operator’s manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and OHS procedures.

What environmental impacts may be addressed in enterprise **environmental policies**?

- Environmental impacts resulting from excessive noise and exhaust emissions, damage to native vegetation and animals, the unsafe use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, oils). It may also include dust problems, soil disturbance and increased run-off flows from machinery use and unsafe cleaning and servicing activities.

What **OHS requirements** may be relevant to this standard?

- Systems and procedures for the safe maintenance of property, machinery and equipment including hydraulics and exposed moving parts. Hazard and risk assessment of workplace and maintenance activities and control measures. Safe lifting, carrying and handling techniques including manual handling, and the handling and storage of hazardous substances. The appropriate use, maintenance and storage of personal protective clothing and equipment which may include overalls, gloves, eye and hearing protection, respirator or face mask and boots. Safe systems and procedures for outdoor work including protection from solar radiation, fall protection, confined space entry, the protection of people in the workplace, and the appropriate workplace provision of first aid kits and fire extinguishers.
What may be included in resource and supply provisions?

- Machinery, equipment and materials including welders (arc, gas and MIG), lathes, bench presses, multimeters and ohm meters, inspection pits, lifting and support equipment (jacks, overhead gantry, blocks), power tools (grinders, drills), hand tools (spanners, hammers, screw drivers).

Workshop storage requirements may include racks for commonly used steel angle, rods, tube metal, wire, racks or boards for orderly placement of tools.

What hazards may be encountered in the workplace?

- Exposure to loud noise and fumes, solar radiation, dust, mechanical vibration, and hazardous substances (fuel, oils), hazardous atmosphere, oil and grease spills, the presence of bystanders, livestock and wildlife in the workplace, adverse weather conditions, electricity, powerlines, mechanical malfunctions and other machinery including hydraulics and exposed moving parts.

What relevant information may be documented?

- This may include maintenance performance, costs, problems, priorities, solutions, schedules and completed work.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supervising maintenance requires the ability to supervise maintenance covering all components of planning, costing and scheduling. It requires the ability to determine planning priorities and maintain schedules, oversee costs within budgets, determine staff roles and supervise a maintenance team, apply estimations and calculations with regard to time and costs of repairs, replacement and servicing procedures, recommend alternative strategies in the event of staff or supply problems, and monitor and maintain maintenance records. Evidence must also be demonstrated in the employment of safe and environmentally responsible workplace practices. The skills and knowledge required must be transferable to a different work environment. For example, if competence is evident in maintenance procedures conducted on machinery in a workshop context, it must also be evident in supervising maintenance on a different property, or different machinery and equipment.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Types of maintenance requirements with regard to property, machinery and equipment.
- Maintenance and servicing cycles for property, machinery and equipment.
- Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS and environmental protection requirements, and the use and control of hazardous substances.
- Hazards and risks and respective control measures.
- Training and instruction techniques for directing the learning of staff.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Plan, cost and schedule maintenance requirements
- Establish and monitor performance targets for maintenance team.
- Maintain accurate record and report keeping procedures.
- Monitor and assess performance of maintenance activities.
- Interpret maintenance requirements from information sources.
- Observe the emergence and supervise the removal of workplace hazards and risks.
- Document plans and write reports.
- Estimate and calculate resources requirements, machinery and servicing costings.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Ideas and information with regard to maintenance requirements and costings may be discussed with staff, contractors and suppliers.

2. How can information be collected, analysed and organised (1)?
   Information with regard to the performance and outcomes of maintenance activities may be documented and organised by records.

3. How are activities planned and organised (2)?
   Maintenance activities may be planned and coordinated with staff around enterprise operations.

4. How can team work (1) be applied?
   Team work may be applied in the coordination of methods and procedures to monitor and conduct maintenance activities to achieve maintenance plan.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Mathematical techniques may be applied to estimate and calculate maintenance and repair costings within budgetary guidelines.

6. How can problem-solving skills (2) be applied?
   Problems of staff, resources or supply may be planned for and prepared in a contingency plan to minimise disruption to work schedules.

7. How can the use of technology (1) be applied?
   To access information, communicate, monitor, measure and record information with regard to maintenance activities and performance.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
**RTC4702A Minimise risks in the use of chemicals**

This competency standard covers the process of developing, implementing and monitoring a risk control strategy in a workplace where chemicals are being handled and used. It requires knowledge of legislation and regulations surrounding chemical use, the ability to develop and implement procedures to ensure minimum risk to users, the environment and the produce, and the ability to carry out a risk assessment.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify hazards involved in chemical use</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>External guidelines and legislation</strong> concerning chemical use are identified and sourced from relevant authorities.</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Hazards</strong> involved in handling and application of chemicals are identified.</td>
</tr>
<tr>
<td>2</td>
<td>Assess risk and develop control procedures</td>
</tr>
<tr>
<td>2.1</td>
<td><strong>Risks</strong> associated with chemical use are assessed.</td>
</tr>
<tr>
<td>2.2</td>
<td>Risk control measures including <strong>Emergency action plans</strong> are developed and implemented.</td>
</tr>
<tr>
<td>2.3</td>
<td>Industry requirements for chemicals are identified.</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>Withholding periods</strong> are identified and observed.</td>
</tr>
<tr>
<td>2.5</td>
<td><strong>Control procedures</strong> for transport, storage and handling of chemicals are developed.</td>
</tr>
<tr>
<td>2.6</td>
<td>Continuous improvement strategy is implemented to minimise risk.</td>
</tr>
<tr>
<td>3</td>
<td>Implement and monitor procedures to ensure correct and safe use and application of chemicals</td>
</tr>
<tr>
<td>3.1</td>
<td>Appropriate <strong>personal protective equipment</strong> is provided for people in the workplace handling chemicals.</td>
</tr>
<tr>
<td>3.2</td>
<td>Procedures are implemented to ensure suitable <strong>application equipment</strong> is selected and used.</td>
</tr>
<tr>
<td>3.3</td>
<td>Restrictions on use of chemicals due to weather or unsuitable workplace activities are implemented.</td>
</tr>
<tr>
<td>3.4</td>
<td>Procedures covering chemical application rates are implemented and monitored.</td>
</tr>
</tbody>
</table>
3.5 Procedures for decontamination and disposal of chemicals and their containers are implemented and monitored.

3.6 Adherence to risk control procedures by people in the workplace is monitored.

4  Record risk assessments

4.1 Record keeping system is developed as required by labels, industry, legislation and authorities.

5  Evaluate risk control measures

5.1 Procedures for evaluating the effectiveness of risk control measures are developed.

5.2 Shortcomings in existing risk control measures are identified and rectified.

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

**What external guidelines and legislation may be relevant to this standard?**


**What chemicals may be involved?**

- Chemicals may include insecticides, fungicides, herbicides, bactericides, algacides, biologicals, nematocides, rodenticides, antimicrobial agents, anthelmintics, fumigants, hormone growth promotants or a range of veterinary chemicals used to treat animals for disease.

**What hazards may be relevant to this standard?**

- Hazards will be listed on labels and the Material Safety Data Sheets (MSDS) for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage or residues in foods.
What **risks** may be relevant to this standard?

- Risks to environment may include pollution of ground or surface waters, damage to habitats, damage to off-target organisms, or damage to community amenity due to spray drift.
- Risks associated with the produce include chemical residue in plant produce, livestock or water.
- Risks associated with OHS include exposure to chemicals during handling and application, and public health risks.
- Other risks include lack of appropriate insurance coverage.

What **emergencies** may be relevant to this standard?

- Emergencies may include spills, fire, explosion or poisoning.

What **withholding periods** may be relevant to this standard?

- May include export slaughter interval or withholding period.

What risk **control procedures** may be relevant to this standard?

- May include provision of adequate personal protective equipment, storage facilities that are suitable to the chemical, implementing buffer zones and other sensitive site strategies, erecting bunding, and sufficient training in transporting, handling and storing chemicals.

What **personal protective equipment** may be relevant to this standard?

- May include chemical resistant gloves, boots, overalls, breathing apparatus, goggles, face shields or hats.

What **application equipment** may be relevant to this standard?

- Include knapsacks or hand held pneumatic sprayers, drench guns, spot on applicators, CDA and air assisted units, self-propelled sprayers, controllers or power operated equipment like boomsprays, pressure wands, jetting race, shower/plunge dips, hand jetting or air blast sprayer.

What **procedures for evaluating** are relevant to this standard?

- May include analysing records to evaluate effectiveness of risk control measures.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person can act to minimise risks associated with chemical spills, ensuring that damage to environment and others is minimal, that safety precautions and regulations are followed at all times, and that the area is cleaned according to prescribed requirements. These skills must be transferable to other work contexts.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Sources of information on chemicals, including labels, regulations, and MSDS.
- Relevant industry standards, Codes of Practice, State and Territory legislation and regulations governing application, transport, handling and storage of chemicals.
- OHS legislative requirements and Codes of Practice.
- Insurances required for chemical use, transportation and storage.
- Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Read and interpret all appropriate relevant chemical related documents.
- Communicate procedures to others.
- Manage chemical use to comply with industry standards.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (3)** be applied?
   Information from a range of sources concerning chemical use will be communicated to others.

2. How can **information be collected, analysed and organised (2)**?
   Information on risks involved with chemical use will be collected and analysed to develop risk control measures.

3. How are **activities planned and organised (3)**?
   Procedures developed to handle and use chemicals will have to incorporate workplace activities and their planning.

4. How can **team work (3)** be applied?
   Team work may be involved in implementing and monitoring procedures.

5. How can the use of **mathematical ideas and techniques (2)** be applied?
   Interpreting Maximum Residue Limits will involve mathematical techniques.

6. How can **problem-solving skills (3)** be applied?
   Assessing comparative risks associated with a variety of chemicals will involve problem solving.

7. How can the use of **technology (2)** be applied?
   Technology may be involved in developing and implementing procedures and monitoring outcomes.
What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body.
3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
## RTC4703A Plan and implement a chemical use program

This competency standard covers the process of planning and implementing a program for the use of chemicals in a workplace. It involves using chemicals as well as supervising others in the use of chemicals concerned, and the ability to modify application requirements as needed. It involves decision making in regards to the risk control measures to be applied when using chemicals in different situations, monitoring safety procedures, and ensuring that others are trained sufficiently in the use of the chemical concerned. It involves the selection and management of chemical application systems.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

### Element | Performance Criteria
---|---
1 **Identify the requirements of chemical use** | 1.1 Chemical use requirements relevant to the workplace are accessed and interpreted.
 | 1.2 Legalisation and safety procedures surrounding the use of chemicals are accessed and interpreted.
 | 1.3 Personal protective equipment is used and provided to others for transport, storage and application of chemicals.
 | 1.4 Industry standards for chemical use are identified.
 | 1.5 Appropriate insurance policy cover is confirmed or arranged.
2 **Monitor the implementation of safety requirements** | 2.1 Implementation of safety practices and rules by others is monitored.
 | 2.2 Safety incidents are investigated and reported in accordance with directions, standards and legislative requirements.
 | 2.3 Safety hazards in the transport, storage and application of the chemicals are identified.
 | 2.4 Risk control measures to minimise risk involved in chemical use.
 | 2.5 Measures for controlling residue in the environment and produce are implemented.
3 **Plan and implement a maintenance program for chemical use equipment** | 3.1 Plan for maintenance of application and personal protective equipment is established according to manufacturers instructions.
<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Implementation of maintenance plan is supervised.</td>
</tr>
<tr>
<td>3.3</td>
<td>Faulty or damaged equipment is identified and repaired or replaced.</td>
</tr>
<tr>
<td>4</td>
<td>Determine the suitability of a chemical for use in a control program</td>
</tr>
<tr>
<td>4.1</td>
<td>Integrated Pest Management (IPM) or Animal Health Strategy (AHS) is planned.</td>
</tr>
<tr>
<td>4.2</td>
<td>Chemicals included in the IPM or AHS are selected according to situation.</td>
</tr>
<tr>
<td>4.3</td>
<td>Alternatives to chemical treatments are considered and applied according to IPM or AHS.</td>
</tr>
<tr>
<td>5</td>
<td>Ensure the correct selection and application of the chemical</td>
</tr>
<tr>
<td>5.1</td>
<td>Chemicals suitable for <strong>situation</strong> are identified, and procedures for preparation, application and <strong>risk control</strong> are read and interpreted.</td>
</tr>
<tr>
<td>5.2</td>
<td><strong>Application equipment</strong> is selected in accordance with procedures.</td>
</tr>
<tr>
<td>5.3</td>
<td>Ensure calibration of equipment is implemented according to directions and standards.</td>
</tr>
<tr>
<td>5.4</td>
<td>Pre-operative checks and maintenance procedures are implemented.</td>
</tr>
<tr>
<td>5.5</td>
<td><strong>Meteorological conditions</strong> are assessed as appropriate to application prior to and during chemical application.</td>
</tr>
<tr>
<td>5.6</td>
<td>Chemical application is conducted safely in accordance with hazards associated with the chemicals concerned.</td>
</tr>
<tr>
<td>5.7</td>
<td>Chemical spills or accidents are dealt with according to procedures.</td>
</tr>
<tr>
<td>6</td>
<td>Ensure personnel are adequately trained in chemical use</td>
</tr>
<tr>
<td>6.1</td>
<td>Training is provided to personnel who are handling or using chemicals.</td>
</tr>
<tr>
<td>6.2</td>
<td><strong>External training and assessment</strong> opportunities are organised for staff involved in using chemicals.</td>
</tr>
<tr>
<td>7</td>
<td>Supervise clean up following chemical application</td>
</tr>
<tr>
<td>7.1</td>
<td>Clean up procedures are implemented following chemical applications.</td>
</tr>
<tr>
<td>8</td>
<td>Implement recording systems for chemical storage and use</td>
</tr>
<tr>
<td>8.1</td>
<td>Records comply with legislation and regulations surrounding chemical use.</td>
</tr>
<tr>
<td>8.2</td>
<td>Risk assessment and control strategies are recorded in accordance with requirements.</td>
</tr>
</tbody>
</table>
## Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What <strong>chemicals</strong> may be relevant to this standard?</th>
<th>• Chemicals may include insecticides, fungicides, herbicides, bactericides, algaeicides, biologicals, nematacides, rodenticides, fumigants, antimicrobial agents, anthelmintics, hormone growth promotants or veterinary chemicals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>legislation and safety rules</strong> may be relevant to this standard?</td>
<td>• May include approved Pesticide Acts, OHS Acts regarding hazardous substances and application equipment, Dangerous Goods Act, Poisons Act or Protection of the Environment Acts for chemical use.</td>
</tr>
<tr>
<td>What <strong>personal protective equipment</strong> may be relevant to this standard?</td>
<td>• May include boots, overalls, chemical resistant gloves, aprons, face shields, respirators and hats.</td>
</tr>
<tr>
<td>What <strong>directions and standards</strong> are relevant to this standard?</td>
<td>• May include the instructions on the chemical label, in an operator’s manual, on a Material Safety Data Sheets (MSDS), in an industry standard, from an OHS manual or other regulation, or a hazardous substances regulation.</td>
</tr>
<tr>
<td>What <strong>hazards</strong> may occur in the use of chemicals?</td>
<td>• Hazards will be listed on labels and the MSDS for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage, off target spray drift or residues in foods.</td>
</tr>
<tr>
<td>What <strong>risk control measures</strong> may be implemented and monitored as part of this standard?</td>
<td>• Risk control measures that may be implemented include those relating to spillage, fire, contact of chemical with skin or eyes, accidental ingestion, incorrect concentrations in mixtures, faulty or inappropriate storage containers, current insurance policies, likelihood of run-off post application, incorrectly calibrated equipment, spray drift, incorrectly calibrated equipment, spray drift, incorrect disposal of waste chemicals or faulty equipment.</td>
</tr>
<tr>
<td>What <strong>situation</strong> may be relevant to this standard?</td>
<td>• Situation may include weeds, insects, pathogens, and vertebrate animals.</td>
</tr>
</tbody>
</table>
What **application equipment** may be relevant to this standard?

- May include hand held knapsacks or pneumatics, drench guns, spot on or power operated equipment like boomsprays, pressure wands or air blast sprayer, jetting race, hand jetting and shower/plunge dips.

What **meteorological conditions** might be assessed?

- Rain, wind, temperature, relative humidity, inversion or stable air conditions.

What **external training and assessment** may be relevant to this standard?

- Training may include formal training and assessment by a Registered Training Organisation (RTO) either on or off the job, or Recognition of Prior Learning process.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Overall competence in this standard requires evidence that a person can not only select, apply and clean up the application of a specific chemical, but also that they can supervise others working with the chemical, ensure that all prescribed safety directions are followed, and monitor the implementation of the systems and procedures developed for chemical concerned. The skills and knowledge in this standard should be **transferable** to other work contexts.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Hazards involved in the use of the specific chemical concerned and related risk control measures.
- Signs of pest damage and signs of beneficial organisms.
- Life cycle of pests and target stages.
- Pest resistance to chemicals.
- Types of chemical and modes of action.
- Maximum residue limits.
- OHS legislative requirements and Codes of Practice relevant to chemical use and hazardous substances.
- Application equipment features.
- Calibration.
- Knowledge of record keeping systems.
- Knowledge and understanding of relevant control of use Acts.
- Use, maintenance and storage of personal protective equipment.
- Correct wearing/fit of personal protective equipment.
- First aid and emergency procedures.
- Insurances required for chemical use, transportation and storage.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Access, accurately read and interpret conditions and labels information for chemicals.
- Communicate critical chemical information to others and ensure understanding.
- Direct others to perform tasks.
- Identifying hazardous situations.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Procedures, policies and safety information are communicated to others in the workplace.

2. How can information be collected, analysed and organised (3)?
   Information on labels, MSDS and legislation need to be interpreted and analysed.

3. How are activities planned and organised (3)?
   Overall organisation management will require activities to be planned in conjunction with chemical use.

4. How can team work (3) be applied?
   Working with others, internal and external to the organisation, requires teamwork.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Calibration and calculation of equipment and chemicals requires mathematical techniques.

6. How can problem-solving skills (2) be applied?
   Identifying hazards and potential problems that may arise during chemical use and developing suitable solutions and risk control measures.

7. How can the use of technology (2) be applied?
   Technology may be required to record and manage chemical information.
What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body.
3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD2202A Conduct erosion and sediment control activities

This competency standard covers the process of carrying out erosion and sediment control activities in both urban and rural environments. It requires the ability to identify erosion and sediment control structures, carry out routine work in compliance with control measures, undertake work in accordance to legislation and community expectation and project specifications. Conducting erosion and sediment control activities requires knowledge of basic issues related to erosion and sedimentation, role of vegetation, characteristics of soils with an emphasis on erosion prone soils, relevant legislation and local environmental parameters.

### Element Performance Criteria

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th><strong>Performance Criteria</strong></th>
</tr>
</thead>
</table>
| 1 Align work site practices with erosion and sediment control principles | 1.1 Erosion and sedimentation legislation is adhered to at the work site as a part of contract works.  
1.2 Procedures relating to erosion and sediment control are applied on the work site align with industry standards. |
| 2 Implement erosion and sediment control principles in the workplace | 2.1 Breaches of erosion and sediment control legislation are noted and reported.  
2.2 Industry practices for erosion and sediment control is applied in the work place. |

### Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What are erosion and sediment control activities?  
- Land shaping including batter stabilisation, banks, channels, and sediment basins, traps, filters and fences. Also includes revegetation.

What are erosion and sediment control structures?  
- Grade stabilising structures, outlet protection structures, stormwater detention measures, dust control, and rural roads and tracks.

What industry people may be included?  
- Earthmoving machine operators, cartage contractors, timber harvest machine operators, product suppliers, labourers, trade personnel, fuel suppliers, engineers, landholders, landcare groups, fitters, contractor support staff, project supervisors, forest and plantation workers, supervisors, surveyors and foresters.
For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in conducting erosion and sediment control activities on development sites requires evidence that erosion and sediment control work has been properly completed according to community and agency guidelines and best practice procedures. The skills and knowledge required to conduct erosion and sediment control activities on development sites must be transferable to a range of work environments and contexts. For example, this could include different forms of erosion and sediment control, locations and soil types.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</td>
</tr>
<tr>
<td>- Relevant legislation.</td>
</tr>
<tr>
<td>- Cost to the community of erosion and sedimentation.</td>
</tr>
<tr>
<td>- Loss of habitat.</td>
</tr>
<tr>
<td>- Water quality.</td>
</tr>
<tr>
<td>- Loss of production/asset/amenity.</td>
</tr>
<tr>
<td>- Re-occurring maintenance/repair/monitoring.</td>
</tr>
<tr>
<td>- Agents/processes of erosion and sedimentation.</td>
</tr>
<tr>
<td>- Basic catchments issues.</td>
</tr>
<tr>
<td>- Role of vegetation.</td>
</tr>
<tr>
<td>- Characteristics of soils with an emphasis on erodible soils.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</td>
</tr>
<tr>
<td>- Identify erosion and sediment control structures/measures/practices.</td>
</tr>
<tr>
<td>- Carry out routine work with control measures and structures.</td>
</tr>
<tr>
<td>- Undertake activities in accordance with legislation/community expectation and project specifications.</td>
</tr>
</tbody>
</table>
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing verbally erosion and sediment control activities on development sites with supervisors.

2. How can information be collected, analysed and organised (1)?
   Conducting erosion and sediment control activities on development sites will require basic planning and construction information to be gathered and organised accordingly.

3. How are activities planned and organised (2)?
   Conducting erosion and sediment control activities on development sites requires some planning and organising of construction resources.

4. How can team work (2) be applied?
   Conducting erosion and sediment control activities on development sites will require coordination of self and others in a team.

5. How can the use of mathematical ideas and techniques (1) be applied?
   Basic mathematical techniques relating to measurement and timing could be applied.

6. How can problem-solving skills (2) be applied?
   While conducting erosion and sediment control activities on development sites, technical and organisational problems may arise requiring innovative solutions.

7. How can the use of technology (1) be applied?
   Construction technology will be required.
**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.
RTD2501A Maintain cultural places

This competency standard covers the process of maintaining cultural places as instructed by supervisors. It requires the ability to prepare for maintenance, maintain condition of place and protect cultural places. Maintaining cultural places requires knowledge of maintenance needs for a site, techniques of site protection, range of maintenance works undertaken on cultural sites, requirements of legislation and enterprise in conservation of place and enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assess maintenance work required</td>
<td>1.1 Works required under the plan of management and enterprise procedures are identified.</td>
</tr>
<tr>
<td></td>
<td>1.2 Machine, equipment and materials to carry out maintenance works are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Type and amount of materials required for maintenance work are estimated.</td>
</tr>
<tr>
<td>2 Prepare for maintenance</td>
<td>2.1 Machine, equipment and materials to carry out maintenance works are organised.</td>
</tr>
<tr>
<td></td>
<td>2.2 Safety equipment and materials are prepared and assembled according to enterprise OHS policy.</td>
</tr>
<tr>
<td>3 Maintain condition of place</td>
<td>3.1 Maintenance work is undertaken according to work programs and according supervisors instructions.</td>
</tr>
<tr>
<td></td>
<td>3.2 Presence of threats is reported to supervisor.</td>
</tr>
<tr>
<td></td>
<td>3.3 Evidence of deterioration and wear is reported to supervisor.</td>
</tr>
<tr>
<td></td>
<td>3.4 Site is made good on completion of maintenance works according to supervisor’s instructions enterprise guidelines.</td>
</tr>
</tbody>
</table>
4 Protect cultural places

4.1 Any evidence of damage to place is reported to supervisor.

4.2 Any breach of legislation or enterprise regulations is reported to supervisor.

4.3 Protective barriers and signs are maintained according to enterprise procedures.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| Which cultural places of areas may be included? | • Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, historical events and monuments, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, sacred trees, rock pictures, fish traps, middens and mounds. |
| What is maintenance in accordance with? | • The plan of management, which may contain general actions for an area or specific actions for a place. |
| Which threats may be included? | • Pest plants, animals, and site visitors/tourists. |
| Which types of deterioration or wear may be included? | • Wear or fretting due to the impact of weathering, vandalism, wear due to use, which may either detract from the significance or be part of the significance, decay and rust. |
| Which types of damage may be considered? | • Human, vehicles and animals, either accidental or intentional damage from pests including fungi, rising damp (salt damp), dust, flooding and storms. |

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in maintaining cultural places requires evidence that a cultural site or place has been appropriately maintained according to community and agency guidelines and best practice procedures. The skills and knowledge required to maintain cultural places must be **transferable** to a range of work environments and contexts.

For example, this could include different cultural sites, locations and maintenance techniques.

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**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- OHS responsibilities.
- Common pests and diseases.
- Techniques of site protection.
- Range of maintenance works undertaken on cultural sites.
- Enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents.
- Site recording systems used by the enterprise or community.
- Relevant archaeological practices and procedures.

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**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Assess maintenance work required.
- Prepare for maintenance.
- Maintain condition of place.
- Protect cultural places.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (1) be applied?
   - Notify non-compliance, pest and disease problems.

2. How can **information be collected, analysed and organised** (1)?
   - Maintenance works, pest and diseases, condition of place.

3. How are **activities planned and organised** (2)?
   - Maintenance program, machinery and equipment.

4. How can **team work** (1) be applied?
   - Carrying out maintenance works.

5. How can the use of **mathematical ideas and techniques** (1) be applied?
   - Estimating time, materials and labour.

6. How can **problem-solving skills** (1) be applied?
   - When preparing and carrying out works.

7. How can the use of **technology** (1) be applied?
   - Machinery and equipment for maintenance activities, communications systems.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD2703A Operate in isolated and remote situations

This competency standard covers the ability to plan, prepare for and work safely in isolated and remote situations. Operating in isolated and remote situations requires knowledge of maps and mapping reading, local topography, nearby inhabitants and locations within that area, survival techniques and human needs relating to survival situations, clothing requirements for sun or heat protection, basic first aid, and the operation of communication equipment and distress signalling.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan for operating in remote environments</td>
<td>1.1 Information relating to the operating environment and location is collated and recorded to meet established enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Detailed operating and travel plans, including a disaster plan and fallback position requirements are established in consultation with supervising staff.</td>
</tr>
<tr>
<td></td>
<td>1.3 Appropriate authorities are notified of the action plans and time schedules according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Relevant maps are identified and sourced.</td>
</tr>
<tr>
<td>2 Prepare for operating in remote environments</td>
<td>2.1 Personal needs are prepared for activities or travel in remote areas.</td>
</tr>
<tr>
<td></td>
<td>2.2 Transportation and equipment are prepared for use in prescribed work location or along prescribed routes.</td>
</tr>
<tr>
<td></td>
<td>2.3 Relevant maps are obtained and studied prior to departure.</td>
</tr>
<tr>
<td></td>
<td>2.4 Planned activities and itinerary are accurately reported and recorded prior to departure in accordance with enterprise requirements.</td>
</tr>
<tr>
<td>3 Prepare for emergency situations</td>
<td>3.1 Provisioning meets expected operational and possible emergency needs.</td>
</tr>
<tr>
<td></td>
<td>3.1 Initial planning and regular monitoring ensures structured usage of available provisions and resources.</td>
</tr>
</tbody>
</table>
3.3 Operating plan is structured to include training in remote area survival techniques prior to operating in remote situations.

3.4 Emergency management procedures are included as an integral part of operating plans and enterprise policy.

4 Operate in remote environments

4.1 Activities are completed according to instructions and established time schedules.

4.2 All activities carried out in remote situations are executed in accordance with prescribed procedures.

4.3 Emergency situations are handled in accordance with prescribed procedures and enterprise policy.

4.4 Established reporting procedures are followed on completion of planned activities and on return to base in line with enterprise policy.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which remote environments may be included?

- Any work place where the ability to get help because of distance is such that personal safety may be at risk.

Which types of working situations may be included?

- Working alone or in teams.

What methods of planning may be included?

- Establishment of time schedules and intended outcomes in consultation with managers and supervising staff.
- Provisioning for extreme circumstances, including worst case scenario.
- Identification of alternative routes, available water supplies and travel conditions such as checks of actual and forecast weather conditions.
- Consideration of any unplanned deviation from the planned route, itinerary or timing including the work processes involved.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which enterprise procedures and policy may be relevant?</td>
<td>Guidelines and reporting procedures for personnel operating in remote environments.</td>
</tr>
<tr>
<td>What documentation will be included?</td>
<td>Personal diary records as well as property records.</td>
</tr>
<tr>
<td>What operational strategies may be considered?</td>
<td>Planned provision of water and other survival clothing and requisites sufficient to meet the needs of all personnel.</td>
</tr>
<tr>
<td>What structured usage of provisions may be required?</td>
<td>Available provisions and resources used at a rate that sustains the individual or party and will last if possible until the end of any possible delays or emergency situations.</td>
</tr>
<tr>
<td>What emergency equipment might be relevant to this standard?</td>
<td>First aid supplies, spare parts, telephones, two way radios and repair tools for the selected form of transportation, retrieval, communications, prescribed emergency equipment for water travel and emergency beacons and other position location devices.</td>
</tr>
<tr>
<td>What emergency planning should be included?</td>
<td>Establishment of contingency plans (“fall back position”).</td>
</tr>
<tr>
<td>What personnel briefings may be included?</td>
<td>Provision of advice on intended routes, work locations, maps and direction finding equipment.</td>
</tr>
<tr>
<td>What training in remote area survival techniques may be relevant?</td>
<td>Managing emergencies, location and/or distilling of water, provision and erection of shelter, conservation of energy, the identification and use of wild food (bush tucker), GPS position locating, setting out beacons and distress signalling, staying put or remaining with transport and communicating with rescue teams.</td>
</tr>
<tr>
<td>What personal equipment may be included?</td>
<td>Water generating, shade generating gear and non-perishable survival rations, and clothing to provide for the worst case scenario.</td>
</tr>
<tr>
<td>What forms of communication are relevant?</td>
<td>Two-way radio, satellite radio/phone, marine radio or mobile telephone.</td>
</tr>
<tr>
<td>What methods of distress signalling may be included?</td>
<td>EPIRBs, signalling mirrors, fire or signals scratched on the ground.</td>
</tr>
</tbody>
</table>
Which **appropriate authorities** may be included?
- The property manager, other staff or recognised regulatory authorities (e.g., Police, Maritime Safety Authority, State Emergency Service, and Civil Aviation Authority).

What **emergency situations** may be relevant to this standard?
- Vehicle or equipment breakdown, lack of food, water or protective clothing, flood, fire or storm.

Which **relevant licensing** may be included?
- Operating vehicles on roads, heritage reserves or public reserves, radio communications equipment.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in operating in isolated and remote situations requires evidence that an individual has demonstrated the knowledge and skills that would enable them to work safely in isolated and remote situations according to enterprise guidelines and industry best practice. The skills and knowledge required to operate in isolated and remote situations must be **transferable** to a range of work environments and contexts. For example, this could include different environments, situations and emergencies.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Map reading and navigation skills including direction finding (e.g., GPS, use of compass, stars or watch).
- Local topography, nearby inhabitants and locations within that area.
- Survival techniques and human needs relating to survival situations.
- Clothing requirements for sun or heat protection.
- Basic first aid.
- Bushcraft including making a fire, cooking and wild food gathering.
- Water supplies, sources and generation methods.
- Emergency vehicle and mechanical equipment repair.
- The operation of communication equipment (e.g., field communications by two-way, satellite telephony and HF radio), and distress signalling including use of signalling mirrors.
- Weather and weather indicators.
- Basic rope skills including useful knots (reef, clove hitch, truckie’s hitch, bowline); simple lashings and tying down loads.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan for operating in remote environments.
- Prepare for operating in remote environments.
- Prepare for emergency situations.
- Operate in remote environments.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Travel and work plans with the industry network and enterprise management.

2. How can information be collected, analysed and organised (2)? Geography, meteorology and local conditions and working requirements.

3. How are activities planned and organised (2)? Safe working activities in remote environments.

4. How can team work (1) be applied? Achieving group goals and targeted outcomes for remote area work or travel.

5. How can the use of mathematical ideas and techniques (1) be applied? Calculate distance, capacity and rations.

6. How can problem-solving skills (2) be applied? Isolation, loss of direction or emergency, dealing with incidents.

7. How can the use of technology (1) be applied? Equipment for communication, location and direction finding.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD3034A Implement revegetation works

This competency standard covers the process of implementing revegetation works. It requires the ability to prepare equipment and materials for revegetation, prepare a planting site, undertake revegetation works, and maintain a revegetated site. Implementing revegetation works requires knowledge of factors affecting the timing and method of planting, identification of plant pests and diseases, revegetation techniques, physiology of plant growth, plant selection and culture, soils and plant nutrition, and calculations for materials.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare equipment and materials | 1.1 Tools and materials are selected for the task to be undertaken according to manufacturers guidelines and Occupational Health & Safety (OHS) regulations.  
1.2 **Plant materials** are identified, obtained and stored according to enterprise guidelines.  
1.3 Labour and machinery requirements are estimated and organised.  
1.4 Schedule of works is prepared and provided to management/client. |
| 2 Prepare the revegetation site | 2.1 Site preparation is undertaken according to planting plan and/or supervisor’s instructions.  
2.2 Soil ameliorants are used if necessary according to job specifications.  
2.3 Revegetation site is marked out according to supervisor’s directions and/or plans.  
2.4 All competing plants, debris and pollutants are treated according to enterprise guidelines.  
2.5 Treatments are selected and applied according to enterprise guidelines and manufacturers instructions.  
2.6 Protective structures are installed as required. |
| 3 Effect revegetation works | 3.1 Revegetation works are effected according to enterprise guidelines.  
3.2 All plants materials are inspected prior to revegetation works and defective materials are discarded. |
3.3 Plant materials to be installed are treated according to enterprise guidelines.

3.4 Plant materials are installed according to planting program and enterprise guidelines.

3.5 Remedial action is undertaken to ensure all of the revegetation program requirements have been implemented.

3.6 Potential threats to revegetation works are identified and reported according to enterprise guidelines.

4 Maintain revegetated site

4.1 Site is maintained according to the planting program requirements and enterprise guidelines.

4.2 Remedial action and plant protection is undertaken according to the needs of the species.

4.3 Tools and equipment are cleaned, maintained and stored consistent with manufacturers’ specifications and enterprise guidelines.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| What sorts of site conditions may be included? | • Soil types, moisture content, pH levels, salinity, texture, compaction, aspect, pollutants, toxicity, climate, buildings, road works and shade. |
| Which species selected may be relevant to this standard? | • Native and exotic plants. |
| Which plant materials might be included? | • Seedlings, seeds, cuttings, divisions, bulbs, corms, rhizomes, or transplanted stock. |
| Which establishment methods may be used? | • Hand planting, mechanical planting, direct seeding, encouragement of natural regeneration, mechanical sowing and fire. |
| Which forms of earthworks may be considered? | • Irrigation, drainage, ripping, cultivating and clearing debris. |
| What sorts of growing requirements may be included? | • Time of planting, pruning, depth and drainage. |
| How might maintenance be undertaken? | • By watering, mulching, fertilising, protection, staking and weeding. |
Which protective structures might be included?

- Signs, fences, barriers, cloches, stakes and mulches.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

### Evidence Guide

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in implementing revegetation works requires evidence that a site has been appropriately revegetated and maintained according to enterprise guidelines and industry best practice. The skills and knowledge required to implement revegetation works must be transferable to a range of work environments and contexts. For example, this could include different environments, plant species and revegetation techniques.

*What specific knowledge is needed to achieve the performance criteria?*

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Revegetation techniques.
- Ecosystems, provenance and habitat requirements.
- Factors affecting the timing and method of planting.
- Identification of pests and diseases of trees.
- Principles and methods relating to the prevention and control of pests and diseases.
- Safety requirements when handling and using hazardous goods.
- Nutrient requirements of a range of plant species and cultivars.
- Physiology of plant growth.
- Techniques for protecting and securing/anchoring trees and shrubs.
- Plant selection and culture.
- Soils and nutrients.
- Calculations for materials.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Prepare equipment and materials.
- Prepare a planting site.
- Effect revegetation works.
- Maintain revegetated site.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   - Inform fellow workers of works.

2. How can information be collected, analysed and organised (2)?
   - Schedule of works.

3. How are activities planned and organised (2)?
   - Equipment, machinery and materials.

4. How can team work (2) be applied?
   - Carrying out revegetation works.

5. How can the use of mathematical ideas and techniques (1) be applied?
   - Calculation of materials.

6. How can problem-solving skills (2) be applied?
   - Defects in materials, problems requiring remedial action.

7. How can the use of technology (2) be applied?
   - Tools and equipment.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD3212A Implement erosion and sediment control measures

This competency standard covers the process of the construction/installation and maintenance of a range of measures specified on erosion and sediment control plans, and complies with the requirements often associated across a broad range of land disturbance and restoration projects. It requires the ability to prepare for implementation and construction, carry out implementation and construction works, and carry out repairs and maintenance procedures. Implementing erosion and sediment control measures requires knowledge of materials cartage, pollution control, sequence of working and timing, occupational health and safety issues relating to the site, equipment used, construction techniques and specifications and standards.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare for implementation and construction | 1.1 Erosion and sediment control plan and schedule of works match site conditions.  
1.2 Survey pegs and site indicators are identified on site.  
1.3 Equipment and tools are matched to program works and terrain on site.  
1.4 Work readiness of selected equipment and tools are verified in line with contractor policy.  
1.5 Materials are selected to complete proposed works in line with construction schedule. |
| 2 Carry out implementation and construction | 2.1 Earthworks are constructed in accordance with details specified in the plan and to industry standards.  
2.2 Erosion and sediment control products and materials are installed in accordance with manufacturers recommendation and industry guidelines and plans. |
| 3 Carry out repairs and maintenance procedures | 3.1 Site works maintenance inspection schedule is applied to reinstate operating effectiveness of erosion and sediment control measures on site. |
Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| Which **industry sectors** may be included? | • Local government, urban, civil construction, forestry, extractive industry, rural, natural resource management. |
| Which **industry sector people** may be included? | • Earthmoving machine operators, timber harvest machine operators, labourers, cartage contractors, fuel suppliers, product suppliers, landholders, trade personnel, fitters, engineers, project supervisors, landcare group members, surveyors, contractor support staff, forest supervisors and foresters. |
| Which types of **control measures** may be included? | • Site management, land shaping, batter stabilisation, banks and channels, level spreader, revegetation, waterways, check dams, bank and channel linings, grade stabilising structures, outlet protection structures, stormwater detention measures, dust control, rural road & track crossbank and crossfall (e.g., infall, outfall, crown, drainage). |
| Which types of **sediment control measures** may be included? | • Sediment basins, sediment traps, sediment filters, excavated sediment traps, straw bale, stormwater inlet sediment traps, sediment fence, straw bale, geotextile fabric and vegetation strips. |
| What methods of **implementation** may be included? | • Construction, installation, maintenance. |

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing erosion and sediment control measures requires evidence that erosion and sediment control measures have been satisfactory constructed or installed according to enterprise guidelines and industry best practice. The skills and knowledge required to implement erosion and sediment control measures must be transferable to a range of work environments and contexts.

For example, this could include different measures, machinery and soil types.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</td>
</tr>
<tr>
<td>• Materials cartage pollution control.</td>
</tr>
<tr>
<td>• Sequence of working and timing/duration.</td>
</tr>
<tr>
<td>• Occupational health &amp; safety issues relating to the site.</td>
</tr>
<tr>
<td>• Equipment used.</td>
</tr>
<tr>
<td>• Construct, install and maintain includes materials, quantity and where to source them on site.</td>
</tr>
<tr>
<td>• Construction/installation techniques for all measures on the plan.</td>
</tr>
<tr>
<td>• Limitations of structures including timing of maintenance, structure life cycle, specifications and standards.</td>
</tr>
</tbody>
</table>

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

• Prepare for implementation and construction.
• Carry out implementation and construction.
• Carry out repairs and maintenance procedures.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied?  
   By discussing verbally or in writing erosion and sediment control measures with supervisors and others.

2. How can **information be collected, analysed and organised** (1)?  
   Implementing erosion and sediment control measures will require basic site information to be gathered and organised accordingly.

3. How are **activities planned and organised** (2)?  
   Implementing erosion and sediment control measures requires some planning and organising.

4. How can **team work** (2) be applied?  
   Implementing erosion and sediment control measures will require coordination of self and others in a team.

5. How can the use of **mathematical ideas and techniques** (1) be applied?  
   Basic mathematical techniques relating to sequencing of working and timing/duration could be applied.

6. How can **problem-solving skills** (1) be applied?  
   During erosion and sediment control, implementation technical and organisational problems may arise requiring simple solutions.

7. How can the use of **technology** (1) be applied?  
   Erosion control technology will be required.
**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD3703A Respond to rescue incidents

This competency standard covers the process of responding to emergency and rescue incidents. It requires the ability to prepare for response, respond to incident, effect the rescue and implement post incident responses. Responding to rescue incidents requires a knowledge of local environmental conditions, search and rescue methods, operation and characteristics of rescue equipment, tools and vehicles, environmental, public health and safety issues, types of hazards and how they should be handled, enterprise procedures, legislative and first aid.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for response</td>
<td>1.1 Equipment checked to ensure availability and serviceability.</td>
</tr>
<tr>
<td></td>
<td>1.2 Task and operational instructions are obtained in accordance with enterprise procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 Location details of incident is obtained in accordance with enterprise procedures.</td>
</tr>
<tr>
<td>2 Respond to incident</td>
<td>2.1 Travel to incident location is undertaken in a safe and efficient manner.</td>
</tr>
<tr>
<td></td>
<td>2.2 Communication with base station and other personnel is maintained at all times in accordance with enterprise procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 On site search activities are carried out as necessary in accordance with enterprise procedures and OHS requirements.</td>
</tr>
<tr>
<td>3 Rescue is effected</td>
<td>3.1 Incident scene is assessed and monitored for hazards and appropriateness of planned procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Planned procedures are modified where necessary in response to local circumstances in accordance with enterprise procedures, safety and OHS requirements.</td>
</tr>
<tr>
<td></td>
<td>3.3 Support to other rescue services is provided as appropriate in accordance with enterprise procedures.</td>
</tr>
<tr>
<td></td>
<td>3.4 Access to casualties is gained safely in accordance with enterprise procedures and OHS requirements.</td>
</tr>
</tbody>
</table>
3.5 Protective equipment and clothing is used as appropriate in accordance with enterprise procedures, manufacturer’s guidelines and OHS requirements.

3.6 Equipment is operated safely and appropriately in accordance with enterprise procedures, manufacturer’s guidelines and OHS requirements.

3.7 Progress of rescue is communicated in accordance with enterprise procedures.

3.8 Casualties are treated, monitored and moved to safety in accordance with first aid and OHS procedures.

4 Implement post incident responses

4.1 Equipment recovered, cleaned and serviced in accordance with enterprise procedures, manufacturer’s guidelines and OHS requirements.

4.2 Documentation is completed in accordance with enterprise requirements.

4.3 Incidents are reported in accordance with enterprise procedures.

4.4 Critical incident stress management is undertaken where necessary in accordance with enterprise procedures.

**Range of Variables**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which enterprise procedures may be included in this standard?

- Schedules, protocols, recording and reporting.

A variety of environmental conditions may be included. What are these?

- Weather, climatic conditions, remoteness, geophysical systems, local ecology, all terrain conditions, rivers, lakes, dams, seas, confined spaces, sewers, buildings, wells, shafts, trenches, silos, caves, day and night.
What are the different **incidents** to consider?  
- Fires, drowning, accidents, exposure to hazardous materials, injury, damaged to equipment, environment, significant sites, stranding, exposure, lost persons, vehicle, boating, aircraft accidents
- fires, drowning, accidents, exposure to hazardous materials, injury, damage to equipment, environment, significant sites, stranding, exposure, lost persons, vehicle, boating and aircraft accidents.

<table>
<thead>
<tr>
<th>What sorts of <strong>rescue equipment</strong> may be included?</th>
<th>Support vehicles, boats, aircraft, fire extinguishing, control equipment, ropes, ladders, axes, spades, shovels, lifting, cutting equipment, winches, blocks, chainsaws, hand tools, power tools, generators, maps, torches, first aid, life support, protective clothing, stretchers, slings, rescue/spinal boards, two way radios and scene warning equipment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How might <strong>access to casualties</strong> be made?</th>
<th>By normal entry, forced entry, constructed access routes, natural terrain, on foot, by vehicle, aircraft and vessel.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What sorts of <strong>maps</strong> may be included?</th>
<th>Topographic, cadastral, aeronautical, pastoral, road maps, street directory and specialist.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How might <strong>servicing and maintenance</strong> be undertaken?</th>
<th>Washing, disinfecting, lubricating and storing.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which <strong>statutory requirements</strong> may be relevant to this standard?</th>
<th>OHS, Local Government, Public Health and Safety, Environmental Protection, Waste Management and Parks and Wildlife.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which forms of <strong>communication</strong> may be undertaken?</th>
<th>One to one, as a team member, following instructions, giving directions to the public and reporting situations, outcomes and matters needing attention.</th>
</tr>
</thead>
</table>

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in responding to rescue incidents requires evidence that an individual can demonstrate that they have the required knowledge and skills to respond to an incident according to enterprise guidelines and industry best practice. The skills and knowledge required to respond to rescue incidents must be transferable to a range of work environments and contexts. For example, this could include different types of incidents, environments, locations and rescue equipment.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Local environmental conditions.
- Search and rescue methods.
- Operation and characteristics of rescue equipment, tools and vehicles.
- Environmental, public health and safety issues.
- Types of hazards and how they should be handled.
- Enterprise procedures, legislative and OHS requirements.
- First aid, life preservation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Prepare for response.
- Respond to incident.
- Effect the rescue.
- Implement post-incident responses.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By informing superiors and others of incidents.

2. How can information be collected, analysed and organised (2)?
   Recording details of the incident.

3. How are activities planned and organised (2)?
   By responding to the incident.

4. How can team work (2) be applied?
   As a part of the rescue team.

5. How can the use of mathematical ideas and techniques (1) be applied?
   Distances and times in response.

6. How can problem-solving skills (2) be applied?
   Determining options for response.

7. How can the use of technology (1) be applied?
   With machinery and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD3711A Prepare and use explosives

This competency standard covers the process of safely carrying out explosive procedures including preparation, mixing, detonation and clean up in the field. It requires the ability to use explosives, dispose of surplus, defective or unwanted detonators or explosives, accurately complete usage and disposal reports, correctly and uniformly mix explosives components and apply the regulations relating to explosives use according to enterprise requirements. Preparing and using explosives requires a knowledge of fire precautions and prevention procedures, appropriate explosives mixing procedures, the calculation of explosives quantities, blast measurements, explosives preparation, placement, firing and post-firing procedures, regulations relating to the use of explosives in the enterprise, related environmental issues and risks to livestock.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for blasting</td>
<td>1.1 Permits/licences are obtained and approved warning signs installed and prominently displayed according to legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Property manager and relevant controlling authorities are notified of blasting plans and timing as required by legislation.</td>
</tr>
<tr>
<td></td>
<td>1.3 The area where the charges are to be used is cleared of stones and other potential missiles.</td>
</tr>
<tr>
<td></td>
<td>1.4 The blast site is cleared and made safe prior to charges being placed.</td>
</tr>
<tr>
<td></td>
<td>1.5 All explosive products are placed at the required safety distance from any identified hazards.</td>
</tr>
<tr>
<td></td>
<td>1.6 Appropriate holes are drilled/dug to place the charge(s) in line with blasting plans.</td>
</tr>
<tr>
<td></td>
<td>1.7 Drilling/digging equipment is removed to the prescribed safe distance in accordance with Australian Standards, Acts and Regulations.</td>
</tr>
<tr>
<td></td>
<td>1.8 Neighbours and members of the public likely to be concerned or disturbed by shock effects are advised of the blasting program.</td>
</tr>
</tbody>
</table>
2 Prepare explosives

2.1 Quantities of explosives components required are calculated to match the application and prevailing conditions.

2.2 Required explosives are assembled on site, or an explosives mix (of homogenous composition) is calculated precisely to ensure minimum residual mix to be destroyed, and is prepared in accordance with defined requirements.

2.3 Required fusing and detonating components are assembled to match the established explosive requirements in preparation for blasting.

3 Place charges

3.1 Explosives elements are placed in holes or packed using safe working procedures and methods and in accordance with Australian Standards, Acts and Regulations.

3.2 All holes are stemmed and tamped prior to the attachment of the firing system to maximise safety to all personnel and the efficiency of the blasting.

3.3 Electrical firing circuits or fire fuses are checked for continuity and/or earthing as required.

3.4 All extraneous materials are cleared from the site to safe distances in accordance with enterprise standards.

3.5 Routine re-checks of the site and surrounds are performed to ensure that no non-essential personnel are endangered.

3.6 Blasting mats or other control devices are placed as appropriate according to the blasting plan.

3.7 Blast area is guarded according to legislative requirements and enterprise practices.

4 Fire charges

4.1 Prescribed warning notification procedures are carried out in accordance with enterprise and industry standards.

4.2 The blasting site is re-checked to ensure correct placement of explosives and ensure that all safety procedures have been implemented according to supervisor or shot firer’s instructions.

4.3 Warning signals including audible and visual signals are issued to ensure that the site is clear.
4.4 Firing procedures are initiated through manual or electric firing systems.

5 Conduct post-firing procedures

5.1 Charges are counted as they fire or are inspected safely post blasting to ensure that misfires are readily identified prior to all clear signals being given.

5.2 Misfire procedures are implemented after prescribed timing and/or practice drills conducted using water jets or additional charges in accordance with Australian Standards, Acts and Regulations.

5.3 Site checks are carried out to ensure that the site is safe and the all-clear signal is given in line with industry practice and legislative requirements.

5.4 Surplus, unserviceable and defective explosives and detonators are destroyed or discarded or stored in line with prescribed procedures and in consideration of the environmental impact.

5.5 Accurate records are completed and kept in line with enterprise and legislative requirements.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Who is permitted to use explosives?

- Only licensed persons.

Which licence is required for electrical detonation?

- Varies according to state legislation.

What hazards to electrical firing may be included?

- Thunderstorms, both high and low voltage power transmission, electric fencing, conductive earths, radio and TV transmitters, mobile phones, two way radios, electrostatic hazards and other stray currents.

Under which procedures can explosives be used?

- Only under the approved procedures prescribed in relevant standards issued by the Standards Association of Australia.
In which situation might **control devices** not be required?

- Blasting mats or other control devices may not be required in a field situation.

How should **surplus, unserviceable or defective explosives** or components be destroyed?

- Through detonating, burning or dissolving in water.

Where would **precautions and methods** relating to use of explosives be found?

- AS 2187, Part 2 1993 which includes operations prior to charging, charging, preparation for firing, firing, misfires and preparation of primers.

In what form should **ammonium nitrate** be?

- Porous prill.

What items may be used for **mixing**?

- Items may include but are not restricted to plastic buckets, bottles and scoops.

For what purpose should a **colouring agent** be used?

- To differentiate mixed explosive from unmixed ingredients and to aid in the determination of uniformity of the mix.

How should **excess mix** be stored?

- It must be packed and labelled in accordance with current state legislation.

For what purpose are **colouring agents** used?

- To gauge uniformity visually.

Which **explosives** may be included in those for disposal?

- Those considered surplus or unsafe for transport, storage or use.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in preparing and using explosives requires evidence that explosives procedures - including preparation, mixing, and detonation and clean up in the field – have been safely carried out according to enterprise guidelines and industry best practice. The skills and knowledge required to prepare and use explosives must be **transferable** to a range of work environments and contexts. For example, this could include different explosives, procedures, locations and local conditions.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Fire precautions and prevention procedures.
- Appropriate explosives mixing procedures.
- The calculation of explosives quantities.
- Blast measurements.
- Explosives preparation, placement, firing and post firing procedures.
- The regulations relating to explosives use in the enterprise.
- Relevant standards issued by Standards Association of Australia.
- Related environmental issues and risks to livestock (including poisoning).

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Use explosives safely and effectively according to enterprise requirements.
- Dispose of surplus, defective or unwanted detonators or explosives safely.
- Accurately complete usage and disposal reports.
- Correctly and uniformly mix explosives components.
- Apply the regulations relating to explosives use according to enterprise requirements.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?  
   Communicating with all personnel with regard to timing and blasting intentions.

2. How can information be collected, analysed and organised (2)?  
   In the organisation or preparation for, conduct of blasting and post firing procedures.

3. How are activities planned and organised (2)?  
   According to enterprise practices and procedures.

4. How can team work (2) be applied?  
   Maximise the safety of all personnel involved by ensuring the safest possible usage of explosives.

5. How can the use of mathematical ideas and techniques (2) be applied?  
   Measuring and/or estimating quantities.

6. How can problem-solving skills (2) be applied?  
   Through identifying potential hazards in the planning and preparation work.

7. How can the use of technology (2) be applied?  
   Electrical firing, communicating and calculating with staff, neighbours etc.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4020A Plan the implementation of revegetation works

This competency standard covers the preparation required to implement revegetation works for disturbed, degraded or remnant natural sites. Planning will involve liaison with the client/project manager, use of contract documents and specifications of works, complying with statutory obligation and responsibilities, preparation of a program of works to ensure sequential allocation of resources, and efficient use of contractors. Planning the implementation of revegetation works requires a broad range of skills and requires the application of horticultural, natural science and environmental skills. Additionally, costing, estimating and basic budgeting skills will be needed. Planning is likely to be undertaken with minimal guidance and requires responsibility for the management of timelines, and the purchasing and ordering of materials to meet contract requirements and sequences of tasks.

Element | Performance Criteria
--- | ---
1. Carry out preliminary planning activities for revegetation works  | 1.1 **Client preferences and contract requirements** including the scope of the work for the revegetation project are confirmed and verified.
 | 1.2 **Specific statutory obligations and site responsibilities** that may affect the implementation of works are identified.
 | 1.3 An initial site visit is conducted to verify the biophysical and other factors of the project area including environmental considerations and historical modifications.
 | 1.4 OHS obligations associated with the revegetation works are identified, OHS hazards are assessed and controls developed, costed and documented in the implementation plan according to enterprise guidelines.
 | 1.5 The availability, quantity and costs of plants and other materials listed in the project schedules are verified.

2. Prepare a staged plan of works  | 2.1 Resources, tools and equipment required for revegetation procedures and ongoing maintenance of the site are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel.
 | 2.2 Site access and establishment issues are investigated to consider and plan for the environmental impacts of site work practices, avoid safety hazards to workers or the public, and minimise disruption to site works during the construction period.
2.3 A program of works is prepared to provide a sequential allocation of resources and work tasks to meet the project contract timelines.

2.4 Timelines are developed for site establishment, the establishment period and maintenance of works.

2.5 Seasonal factors and impacts are incorporated in the staging strategy to allow for planting supply and care, wet day access, machinery use, fire hazards and establishment period.

2.6 Where required, special project works related to habitat resource development and enhancement are included in the staged implementation plan.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

Who may be referred to as a client?

- Clients may include the enterprises management, or a private individual, company, community group, government agency or a combination of these entities.

What preferences and contract requirements may clients have?

- Project works will be described in the contract specification of works documents which identifies the clients requirements on how and when works will be carried out, identifies performance conditions and expected standards of work, lists timelines, and sets out schedules of proposed materials and their unit costs.

What specific statutory obligations and site responsibilities may apply?

- Statutory obligations require compliance with legislation, ordinances, regulations or by laws relating to the works or the work site such as prohibited plant species, restricted plant species, land use restrictions, processes and requirements for site development and work activities. Site responsibilities include OHS, industrial relations and equal opportunity and employment.
<table>
<thead>
<tr>
<th>What <strong>biophysical and other factors</strong> may affect the site to be revegetated?</th>
<th>• Biophysical factors may include the location of the site, site boundaries, environmental considerations, access issues, potential hazards, utility services availability and locations, adjacent landholder considerations, security issues, aspect of the site, rainfall, humidity, wind and sunlight intensity, soil types, nutrients and deficiencies, slope, natural and artificial watercourses, outcrops and the presence of indigenous or otherwise native vegetation, exotic plant (weeds) and animal (feral) species.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>environmental considerations</strong> may affect the work priorities?</td>
<td>• This includes the sustainable use of materials, duty of care in conserving sites natural values, and involves work practices that will not pollute, damage or degrade the sites natural resources, biological processes and biodiversity. While site works involve disturbance and impacts, the use and movement of machinery, storage of materials, removal of weeds and movement of soil into, across and beyond the site, must be subject to control to avoid introduction or transfer of soil-borne plant or animal pathogens.</td>
</tr>
<tr>
<td>What <strong>historical modifications</strong> may influence the plan for revegetation works?</td>
<td>• Historical modifications may include human intervention such as clearance, earthworks, commercial grazing and cultivation practices, fire management, buildings and structures, natural events such as wildfire, flooding, drought, and the effects of modifications at environmentally linked sites.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> may be identified as part of the planning for revegetation works?</td>
<td>• Hazards may include disturbance or interruption of services, solar radiation, dust, noise, air and soil borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, slippery and uneven surfaces.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What <strong>controls</strong> may be introduced to minimise the risk of OHS hazards?</td>
<td>• Controls used should be in accordance with enterprise OHS policies and procedures and may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery, appropriate use of personal protective equipment including sun protection, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals and hazardous substances, correct manual handling, appropriate use of safety equipment such as signage and protective barriers, basic first aid available on site, personal hygiene, and reporting problems to supervisors.</td>
</tr>
<tr>
<td>Why is forward planning required for <strong>plant</strong> availability?</td>
<td>• The forward planning for supply of plants is critical to ensure that species are ready and mature for planting, and that they satisfy the planting works program. Seed resources may need to be collected well in advance before works commence or purchased from a reputable source. Nursery orders need to be organised to allow for propagation and hardening off.</td>
</tr>
<tr>
<td>What <strong>tools and equipment</strong> may be required for the revegetation works?</td>
<td>• Tools, equipment and machinery may include knives, trowels, spades, forks, rakes, hoes, shovels, buckets, brooms, wheelbarrows, hoses and hose fittings, tree-planters, secateurs or snips, and machinery such as tractors and 3-point linkage or trailed equipment, pesticide and fertiliser application machinery or backpacks.</td>
</tr>
</tbody>
</table>
### What revegetation procedures may be applied to this standard?

- Revegetation procedures may include soil treatments including stabilising materials such as mesh, dead vegetative material, mulch and weed mats or conditioning additives to effect a change in the water holding capacity of the soil, pH, organic components, soil structure and texture, preparation of soil surfaces for revegetation works, installation of irrigation and/or drainage systems, planting methods such as hand sowing, direct seeding, tube planting, hand or machine assisted planting of seedlings, planting of divisions, transplanting and natural regeneration, fencing of stock and pest animals, the chemical, cultural or biological control of weeds and feral animals, protection of plants by staking, tying and guarding, and the retention of site debris.

### What environmental impacts may be associated with a revegetation works project?

- Environmental impacts resulting from the development of a revegetation project will be predominantly beneficial to the surrounding environment.

- Beneficial impacts may include the extension of native corridors for the travel and breeding expansion of local native flora and fauna, improved uptake of water at the site, and reduction in the destructive effects of a rising watertable at the site or environmentally linked sites, increases in carbon fixing, long-term vegetation, and the stabilisation of existing native vegetation, soil and waterways with ground covers, understorey and top storey vegetation.

- Detrimental impacts may include nuisance level noise and emissions associated with large-scale earthworks and planting activities that may be required for the successful establishment of native vegetation at the site, and disturbance of existing native flora and fauna at the site during the implementation of the planned revegetation works.

### What may be considered when developing timelines for site establishment?

- Ordering of materials, site protection and access, storage of materials, pre-treatment of site soils, weed management, and specific environmental amelioration.
What may be included as the establishment period?

- This is the period of time required by the contract to ensure that planting materials have successfully taken root and will continue to grow. This period can vary due to the size of plant materials, environmental conditions (such as soils, water supply, wind, sun exposure, season), and budget resources allocated.

What is included under habitat resource development?

- Habitat resources are the specific individual and integrated materials and food and water supply required to sustain insects and animals. These include adequate leaf litter, fallen logs or standing trunks for nest sites, leaving animal “highways” undisturbed, encouraging certain insect populations, nesting materials encouragement of fauna corridors, and territorial space.

- Habitat resource development may involve the introduction of natural or other materials to provide nesting places, promote food production, and to enhance micro and macro environmental conditions for species.

What specifications for staged implementation may apply to this standard?

- These may include gradual replacement of habitat, planting at different times, and provision of access for future works.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in planning the implementation of revegetation works requires evidence that a person can assess site factors, interpret contract documentation, determine resources and equipment for planting and maintenance, and prepare revegetation staging plans and schedules. The skills and knowledge required to plan the implementation of revegetation works must be transferable to a different work environment. For example, this could include different sites, revegetation techniques and environments.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Awareness of the role of revegetation works in the restoration of the environment.
- Practical understanding of the environmental issues associated with undertaking revegetation works, and the need to comply with legislation and ensure that the impact on the environment is minimal.
- Principles of ecology including specific native plant and animal relationships and habitat requirements.
- Identification, propagation and establishment techniques of specific native plant species.
- Site evaluation techniques including methods of analysing soils, waterways and their condition.
- Practical understanding of the advantages and disadvantages of a range of revegetation procedures.
- Chemical, cultural and biological weed and feral animal control techniques.
- Soil conservation and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats.
- Soil erosion control and stormwater management techniques.
- Maintenance requirements and practices for native plants prior to and after initial establishment.
- Growth habits and cultural requirements of specific native plants under a range of soil and environmental conditions.
- OHS hazards associated with undertaking revegetation works and the controls necessary to remove or minimise risks associated with them.
- Contract documents including specifications, plans of landscape works, services, supplies and surveyors documents.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Research, communicate orally and in writing, negotiate, document plans and write reports for the understanding of staff, supervisors, clients and contractors.
- Assess a site for opportunities and constraints associated with implementation of revegetation works.
- Prepare schedules for implementation of revegetation works.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?

   Results of the analysis of the site, and works proposals should be communicated with the client orally and in writing. There is likely to be negotiation between the developer of the revegetation plan and the client to achieve objectives.

2. How can information be collected, analysed and organised (3)?

   Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the revegetation works should be analysed and outcomes discussed with the client and other members of the work team. Information about revegetation works should be organised and presented as a strategy plan.

3. How are activities planned and organised (3)?

   The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The plan for revegetation works should reflect the activities required to implement the works.
4. How can **team work (3)** be applied? Planning the implementation of revegetation works may involve working with other members of a team to achieve the desired outcomes.

5. How can the use of **mathematical ideas and techniques (3)** be applied? Mathematical concepts will be required to measure quantities, distances, depth, and calculate areas, resources, costs, ratios, scales, planting and application rates.

6. How can **problem-solving skills (3)** be applied? Problems relating to vagaries of the planting site, revegetation plant health, planting and maintenance techniques, workplace safety, tools, equipment and machinery, team members, inclement weather, hazardous situations and environmental issues may arise during planning for the revegetation works.

7. How can the **use of technology (3)** be applied? Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from site evaluation tests, and to produce the revegetation plan.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.
RTD4403A Develop a pest management action plan within a local area

This competency standard covers the process of developing an action plan for the management of target pests in a local area. It requires the ability to determine land use objectives, estimate costs and advantages for areas affected by target pests, define performance criteria for each land use, select management options for target pests, and negotiate strategies with relevant stakeholders. Developing an action plan for the management of target pests requires a knowledge of relevant local, regional, State and national strategies, community facilitation processes, local land management process, relevant legislative and regulatory requirements, environmental protection legislation, pest control methods and techniques, and sustainable land use principles.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine land management/production objectives</td>
</tr>
<tr>
<td>1.1</td>
<td>Land users’ and other stakeholders are consulted regarding local objectives.</td>
</tr>
<tr>
<td>1.2</td>
<td>Objectives address major land uses and production activities in the local area affected by the impacts of the target pests.</td>
</tr>
<tr>
<td>1.3</td>
<td>Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.</td>
</tr>
<tr>
<td>1.4</td>
<td>Objectives comply with National, State and regional legislation and regulations.</td>
</tr>
<tr>
<td>1.5</td>
<td>Objectives support strategies for land and pest management.</td>
</tr>
<tr>
<td>2</td>
<td>Estimate costs and advantages for management units</td>
</tr>
<tr>
<td>2.1</td>
<td>The diversity of land management and production values that the target pests affect within the local area is defined.</td>
</tr>
<tr>
<td>2.2</td>
<td>The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are estimated.</td>
</tr>
<tr>
<td>2.3</td>
<td>The likely costs are compared with the impacts and losses caused by the target pests.</td>
</tr>
<tr>
<td>2.4</td>
<td>The management units most affected, both actually and potentially, by the target pests are defined and prioritised.</td>
</tr>
</tbody>
</table>
3 Define the performance criteria for each land management/production objective

3.1 Performance criteria are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts.

3.2 Performance criteria are realistic and measurable.

4 Select management options for the target pests

4.1 Options for controlling pest populations and/or changing land management or production practices are assessed in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability.

4.2 A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques.

4.3 A management option is selected in accordance with sustainable land use principles, economic feasibility, environmental acceptability, integrated pest management principles, and statutory requirements for pest control.

5 Negotiate possible actions with relevant stakeholders

5.1 The action is based on the definition of the problem using data from measurement of abundance and impacts.

5.2 The action clearly documents the pest problem, the objectives, the stakeholders, the prioritised management units, the performance criteria, and the most suitable management options.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Who might other stakeholders be?
- Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.

What does “local area” imply?
- A unit of sub-catchment size, and does not imply a linkage to local government area.

Which land uses may be relevant?
- Local agricultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
<table>
<thead>
<tr>
<th>What <strong>pests</strong> are relevant to this competency standard?</th>
<th>• Weeds, vertebrate or invertebrate pests.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>relevant Federal/State legislation and local regulations</strong> may be included?</td>
<td>• Environmental protection, vertebrate pests, noxious weeds, activities in nature reserves and heritage areas, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, farm chemicals, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>What <strong>strategies</strong> may be relevant to this competency standard?</td>
<td>• Local, regional, State and National strategies including those for designated pest species.</td>
</tr>
<tr>
<td>Which <strong>management units</strong> may be included?</td>
<td>• Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.</td>
</tr>
<tr>
<td>What forms of <strong>production value</strong> may be relevant?</td>
<td>• Economic and environmental value.</td>
</tr>
<tr>
<td>What <strong>management options</strong> may be included?</td>
<td>• Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).</td>
</tr>
<tr>
<td>What <strong>methods and techniques</strong> for controlling pest problems may be used?</td>
<td>• Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).</td>
</tr>
</tbody>
</table>

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in develop a pest management action plan for a local area requires evidence that an action plan has been prepared for a target pest, that this plan outlines strategies for pest management, and that it complies in content, structure and format with requirements of the enterprise or other authorities. The skills and knowledge required to a pest management action plan for a local area must be transferable to a range of work environments and contexts. For example, this could include different pests, locations and reporting requirements.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant local, regional, State and national strategies for pest management including those for individual species.
- Motivational effects of stakeholder involvement.
- Community facilitation processes.
- Local land management process.
- Relevant legislative and regulatory requirements including statutory requirements for pest control.
- Environmental protection legislation.
- Pest control methods and techniques.
- Defining local land management and production values.
- Determining cost benefit analysis of management options.
- Sustainable land use principles.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Estimate costs and advantages.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Report and document action plan.
- Determine land use objectives.
- Estimate costs and advantages for areas affected by the target pest/s.
- Define performance criteria for each land use.
- Select management options for the target pest/s.
- Negotiate tactics with relevant stakeholders.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Establish and maintain consultation and liaison processes with land users and stakeholders.

2. How can information be collected, analysed and organised (3)?
   Collate and analyse pest management data.

3. How are activities planned and organised (3)?
   Organise pest management activities.

4. How can team work (2) be applied?
   Build and maintain working relationships with local land users.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Collate and determine significance of data.

6. How can problem-solving skills (3) be applied?
   Analyse pest problem and explore alternative strategic solutions.
7. How can the **use of technology (2)** be applied? Collate data, document planning activities and develop the strategic plan.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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For information about [assessing this competency standard for consistent performance](#) and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4508A Protect places of cultural significance

This competency standard covers the process of protecting cultural places, particularly indigenous peoples’ places of culture, in co-operation with stakeholders. It requires the ability to communicate with stakeholders, observe cultural protocols, conserve significance of place, and manage incidents and threats. Protecting places of cultural significance requires knowledge of enterprise policies and procedures for conservation of places of cultural significance, indigenous protocols and networks, non-indigenous cultural groups, enterprise budgetary and financial approval processes.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Communicate with stakeholders | 1.1 Working relationships are developed with stakeholders that assist in the management of culturally significant places.  
1.2 Communication approaches are developed that accommodate cultural views.  
1.3 Views are regularly obtained on the way in which the cultural significance and resource can be conserved and used.  
1.4 Views obtained are conveyed into enterprise and park/reserve planning process. |
| 2 Conserve significance | 2.1 Enterprise conservation policies and plans are used with stakeholder views to plan ongoing conservation actions.  
2.2 **Operational activities** are developed and implemented to implement the conservation strategies and plans in a culturally sensitive manner.  
2.3 Staff are organised to implement conservation actions that minimise deterioration and damage.  
2.4 Staff are supervised during restoration projects.  
2.5 Resources are obtained for conservation and restoration activities.  
2.6 Submissions are made to the enterprise budget process for funds to implement the conservation and restoration activities. |
3 Manage incidents

3.1 Operational plans are developed to manage incidents consistent with plan of management and risk management analysis.

3.2 Staff responsibilities are assigned to manage types of incidents.

3.3 **Equipment and supplies** are obtained and maintained to enable effective response to incidents.

3.4 Staff are trained in the management of the types of incidents for which they have an involvement.

3.5 Submissions are made to the enterprise budget process for funds to support the incident management activities.

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>Which groups may be included in the contact list for places of cultural significance?</th>
<th>• An immigrant group, one or more of traditional custodians and owners of the place/area, a cultural reference group, a management committee, a recognised community and/or community organisations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which places of cultural significance may be included in this standard?</td>
<td>• Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, historical events and monuments, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds.</td>
</tr>
<tr>
<td>Which stakeholders may be involved?</td>
<td>• Supervisors and managers, visitors to the park/reserve, indigenous peoples with an interest in the park/reserve, local population and general public, businesses operating in park such as tour operators, concessionaires, accommodation operators, owners/managers of the park/reserve including a trust managing the area of land, a government agency, private organisations, enterprises or individuals.</td>
</tr>
</tbody>
</table>
Which **operational activities** might be relevant to this standard?

- Protection of places of cultural significance, pest management, fauna management, projects to regenerate, restore, enhance, reinstate and/or preserve places and areas of natural and/or cultural significance, development and maintenance of access roads, walks etc., development and provision of interpretative materials and services, development and maintenance of visitor facilities, provision and operation of accommodation, collection of fees etc., from visitors and others, provision of events/exhibitions etc., for visitors contracting of visitor and other services, e.g., kiosks and cafes, tours, accommodation services, etc., prescribed burning, wildfire and urban fire management, management of emergencies, waste and pollution management.

What sorts of **incidents** may be included?

- Injury to visitors from tripping, falling, falling objects, animal and insect bites and scratches, dangerous animals and reptiles such as kangaroos, buffalo, crocodiles, snakes, injury to visitors from recreation activities, condition of lands, river and sea shores, cliff faces, sand hills, trees, buildings, pathways and roadways, construction works and surrounds, visitor illness, including effects from being in place/area, such as sunburn, allergic reactions, lost visitors, changes in weather, boating and vehicle accidents, food poisoning, tropical infections and diseases, and complications to other injuries.

What **equipment and supplies** for incident management may be relevant?

- First aid kit, protective barriers, firefighting equipment, security equipment including alarms, occupational health and safety and public safety protective equipment.

How may **workplace communication** take place?

- Verbal communications about work practice and organisation with supervisor and peers, short written notes relating to workplace activities and incidents, appropriate communications with and assistance provided to visitors in the form of information and directions as clients.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in protecting places of cultural significance requires evidence that an individual can demonstrate that they have the required knowledge and skills to appropriately consult with indigenous communities to protect places of cultural significance according to community and agency guidelines and best practice procedures. The skills and knowledge required to protect places of cultural significance must be transferable to a range of work environments and contexts. For example, this could include different places, communities and reasons for protection.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Enterprise policies and procedures for conservation of places of cultural significance.
- Indigenous protocols, consultation processes and networks.
- Non-indigenous cultural groups.
- Enterprise budgetary and financial approval processes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Communicate with stakeholders.
- Conserve significance.
- Manage incidents.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can communication of ideas and information (3) be applied?</td>
<td>Consultation.</td>
</tr>
<tr>
<td>2. How can information be collected, analysed and organised (2)?</td>
<td>Views of stakeholders.</td>
</tr>
<tr>
<td>3. How are activities planned and organised (2)?</td>
<td>Scheduling conservation works.</td>
</tr>
<tr>
<td>4. How can team work (2) be applied?</td>
<td>Managing staff in the field.</td>
</tr>
<tr>
<td>5. How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>Determining resource requirements.</td>
</tr>
<tr>
<td>6. How can problem-solving skills (2) be applied?</td>
<td>Dealing with communities and their issues.</td>
</tr>
<tr>
<td>7. How can the use of technology (1) be applied?</td>
<td>Machinery and equipment, and computer applications.</td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.
RTD5402A Develop a strategy for the management of target pests

This competency standard covers the process of assessing pest and land management information and developing a strategic plan for the management of the pests. It requires the ability to determine land management/production objectives, estimate costs and advantages for the management units most affected, define the performance criteria for each land management/production objective, select management options for the target pests, and negotiate strategies with relevant stakeholders in the affected area. Developing a strategy for the management of target pests requires knowledge of relevant legislative and regulatory requirements, pest control methods and techniques, social and environmental issues, land use processes, plant and animal identification and pest biology.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Determine land management/production objectives | 1.1 Other land users, regional land management bodies, landcare committees and relevant stakeholders are consulted regarding regional and local objectives.  
1.2 Outcomes of consultation incorporating regional and local objectives are recorded according to enterprise guidelines.  
1.3 Objectives address major land uses and production activities affected by the impacts of the target pests.  
1.4 Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.  
1.5 Objectives comply with national, State and regional strategies for land and pest management. |
| 2 Estimate costs and advantages for the management units most affected by the target pests | 2.1 The diversity of land management and production values that the target pests affect within the affected region or area is defined.  
2.2 The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are documented.  
2.3 The likely costs of control are compared with the impacts and losses caused by the target pests.  
2.4 The management units most affected, both actually and potentially, by the target pests are defined and prioritised. |
3  Define the performance criteria for each land management/production objective

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Performance criteria are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts.</td>
</tr>
<tr>
<td>3.2</td>
<td>Performance criteria are realistic and measurable.</td>
</tr>
</tbody>
</table>

4  Select management options for the target pests

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Options for <strong>controlling pest</strong> populations and/or changing land management or production practices are assessed and documented in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability.</td>
</tr>
<tr>
<td>4.2</td>
<td>A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques.</td>
</tr>
<tr>
<td>4.3</td>
<td>A management option is selected in accordance with sustainable land use principles, economic feasibility, integrated pest management principles, environmental acceptability, and statutory requirements for pest control.</td>
</tr>
</tbody>
</table>

5  Negotiate strategies with relevant stakeholders in the affected area

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>The strategy is based on the definition of the problem using data from measurement of abundance and impacts.</td>
</tr>
<tr>
<td>5.2</td>
<td>The strategy clearly documents the pest problem, the objectives, the prioritised management units, the performance criteria, and the most suitable management options.</td>
</tr>
<tr>
<td>5.3</td>
<td>Strategies are agreed and confirmed through relevant stakeholder consultation and negotiation.</td>
</tr>
<tr>
<td>5.4</td>
<td>Strategies are published and distributed to relevant stakeholders, organisations and interest groups.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>What pests may be is relevant to this competency standard?</th>
<th>• Weeds and vertebrate pests.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what context are planning activities undertaken?</td>
<td>• Whole-farm and sustainable land management principles.</td>
</tr>
<tr>
<td>Which types of land uses may be included?</td>
<td>• Crown land, agricultural and horticultural properties, forestry, nature and wildlife reserves, heritage areas and recreational land.</td>
</tr>
<tr>
<td>Which relevant Federal or State legislation and local regulations may be included?</td>
<td>• Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>What forms of land value may be relevant?</td>
<td>• Economic and environmental value.</td>
</tr>
<tr>
<td>Who might the other stakeholders referred to in this standard be?</td>
<td>• Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>Which measures of potential or actual impact may be included in the management units?</td>
<td>• Biological values, agricultural values, environmental values, recreational and social values, and public health values.</td>
</tr>
<tr>
<td>What management options may be relevant?</td>
<td>• Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).</td>
</tr>
</tbody>
</table>
What strategies for controlling pest problems may be used?
- Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).

Which vertebrate pests may be relevant to this standard?
- Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.

Which methods for determining vertebrate pest population distribution may be used?
- Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.

What might weeds include?
- Economic weeds, aquatic weeds and environmental weeds.

What sorts of damage and loss caused by pests may be relevant to this standard?
- Loss of pasture, loss of crops, loss of livestock, loss of native fauna, loss of native flora, soil erosion, loss of recreational and social amenity, reduction in water quality, increased incidence of disease vectors and reduced tourism.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a strategy for the management of target pests requires evidence that a costed strategy based on available data and stakeholder has been documented to industry and enterprise standards. The skills and knowledge required to develop a strategy for the management of target pests must be transferable to a range of work environments and contexts. This could include different regions and pests.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Pest control methods and techniques.
- Social and environmental issues.
- Statutory requirements for pest control.
- Land use processes, ecological systems and production systems.
- Pest management options and strategies.
- Plant and animal identification.
- Pest biology.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Estimate costs and advantages.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Plan.
- Report and document strategies.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Establishing and maintaining consultation and liaison processes with stakeholders, and facilitating stakeholder meetings and discussions.

2. How can information be collected, analysed and organised (3)?
   Establishing, directing and coordinating information collation and analysis.
3. **How are activities planned and organised (3)?**  Organising stakeholder’s participation in planning activities.

4. **How can team work (3) be applied?**  Building and maintaining management team and supporting team activities.

5. **How can the use of mathematical ideas and techniques (2) be applied?**  Collating and determining significance of data.

6. **How can problem-solving skills (3) be applied?**  Analysing pest problem and exploring alternative strategic solutions.

7. **How can the use of technology (2) be applied?**  Collating data, documenting planning activities, and developing the strategic plan.

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTE2002A Assist with prescribed burning

This competency standard covers the process of assisting with prescribed burning for agricultural or natural resource purposes. It requires the ability to assist with preparations for the burn, support the conduct of the burn and participate in clean up activities. Assisting with prescribed burning requires knowledge of fire behaviour, extinguishing media and equipment, burning tactics and techniques, fire hazards, safety techniques, and organisations operating procedures.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Assist with preparations for the burn | 1.1 **Machinery and equipment** to be used in the burn are prepared for use as directed.  
1.2 Safety equipment is checked and prepared for use.  
1.3 Information about contingency plans is read or listened to and clarification sought where required.  
1.4 **Assets** requiring protection during the burn are recognised and noted.  
1.5 Personal role and activities during the burn are checked with supervisor.  
1.6 Location and extent of the burn is discussed and clarified with the supervisor. |
| 2 Support conduct of burn | 2.1 Assistance with pre-burn checks is provided as directed by the supervisor.  
2.2 Burn operations are undertaken in a safe manner.  
2.3 Problems or concerns during the burn are raised with the supervisor.  
2.4 Communication is maintained at all times in accordance with the organisation’s procedures.  
2.5 **Conditions** at the fire are observed and their effect on fire behaviour and development are noted and reported to the supervisor.  
2.6 **Weather conditions** and changes to fire behaviour are observed and reported to the supervisor.  
2.7 A safe escape route is identified and maintained at all times.  
2.8 **Personal protective equipment** is fitted properly and worn throughout the burn. |
| 3 Participate in clean up activities | 3.1 Cleaning-up activities are carried out under direction in accordance with the organisation’s procedures. |
3.2 Personal protective equipment is cleaned and returned to storage.
3.3 Machinery and equipment used in the burn are cleaned and returned to storage.
3.4 Cleaning and maintenance are carried out in accordance with the organisation’s procedures.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What machinery and equipment may be relevant to this competency standard?
- Tanker, hand tools, hose, small gear pump, and knapsack.

What assets may need to be protected with prescribed burning?
- Buildings, utilities (power and telephone lines, water supply structures, communications towers), public lands, area of rare or sensitive flora and fauna, other crops, tree plantations and other property.

What conditions at the fire should be considered?
- Wind speed and direction, flame height, rate of spread and smoke development.

What weather conditions may be relevant to this standard?
- Temperature, relative humidity, wind, and atmospheric stability.

What personal protective equipment may be relevant to this standard?
- Overalls, gloves, eye protection, hearing protection, respiratory protection, safety boots, and accessories in accordance with the organisation’s procedures.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with prescribed burning requires evidence that there has been active and safe participation in a prescribed burn. The skills and knowledge required to assist with prescribed burning must be transferable to a range of work environments and contexts. For example, this could include different enterprises and reasons for burns.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- fire behaviour
- extinguishing media and equipment
- burning tactics and techniques
- fire hazards, safety techniques
- organisations operating procedures.

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- assist with preparations for the burn
- support conduct of the burn
- participate in clean up activities.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can communication of ideas and information (1) be applied?</td>
</tr>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (1)?</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (1)?</td>
</tr>
<tr>
<td>4</td>
<td>How can team work (1) be applied?</td>
</tr>
</tbody>
</table>
5 How can the use of mathematical ideas and techniques (1) be applied? By determining line of sight for radio communications.

6 How can problem-solving skills (1) be applied? Through observing weather and fire conditions and reporting to the supervisor.

7 How can the use of technology (3) be applied? Through use of fire control equipment and communication systems.

*Are there other competency standards that could be assessed with this one?*

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE2308A Operate ride-on vehicles

This competency standard covers the process of maintaining and operating two and four wheel all terrain vehicles and ride-on machinery. This unit does not include tractors or motor vehicles, as they are covered by other units of competency.

It requires the application of basic skills and knowledge to safely utilise individual controls and features of ride-on vehicles, with or without attached equipment, and carry out basic maintenance procedures. Competency requires an awareness of duty of care to self, others and the environment. The work is likely to be carried out under routine supervision within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare ride-on vehicle for operation</td>
</tr>
<tr>
<td>1.1</td>
<td>Existing and potential OHS hazards in the work area are identified and reported to the supervisor.</td>
</tr>
<tr>
<td>1.2</td>
<td>Routine checks and maintenance of ride-on vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements.</td>
</tr>
<tr>
<td>1.3</td>
<td>Attached equipment is identified and selected appropriate to work requirements, checked for safety, and set for operation.</td>
</tr>
<tr>
<td>1.4</td>
<td>Ride-on vehicle and equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.</td>
</tr>
<tr>
<td>1.5</td>
<td>Appropriate licences for operation of vehicles are obtained where required.</td>
</tr>
<tr>
<td>2</td>
<td>Operate ride-on vehicle</td>
</tr>
<tr>
<td>2.1</td>
<td>Risks to self, others and the environment are recognised and avoided according to OHS and enterprise requirements.</td>
</tr>
<tr>
<td>2.2</td>
<td>Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.</td>
</tr>
<tr>
<td>2.3</td>
<td>Ride-on vehicle is operated in a safe and controlled manner, and monitored for performance and efficiency.</td>
</tr>
<tr>
<td>2.4</td>
<td>Hazards are identified, anticipated and controlled through the application of safe riding techniques.</td>
</tr>
<tr>
<td>2.5</td>
<td>Environmental implications associated with ride-on vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>What <strong>OHS</strong> requirements may be relevant to this standard?</th>
<th>Safe systems and procedures for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the safe operation and maintenance of ride-on vehicles and attached equipment, including the guarding of exposed moving parts</td>
</tr>
<tr>
<td></td>
<td>• checks to ensure loads are secure and within working specifications</td>
</tr>
<tr>
<td></td>
<td>• hazard and risk control</td>
</tr>
<tr>
<td></td>
<td>• safe mounting and dismounting</td>
</tr>
<tr>
<td></td>
<td>• manual handling including lifting and carrying</td>
</tr>
<tr>
<td></td>
<td>• the application of emergency/defensive driving techniques</td>
</tr>
<tr>
<td></td>
<td>• handling, application and storage of hazardous substances</td>
</tr>
<tr>
<td></td>
<td>• outdoor work including protection from solar radiation, dust and noise</td>
</tr>
<tr>
<td></td>
<td>• the appropriate use and maintenance of personal protective equipment.</td>
</tr>
<tr>
<td><strong>What existing and potential hazards may be associated with the operation of ride-on vehicles?</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation, and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, flying objects, adverse weather conditions, electricity, powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts, and other machinery.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What routine checks and maintenance might be carried out prior to operation?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-start and safety checks to manufacturers specifications including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis and suspension. Service and maintenance of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting, and transmission. Inspection of hitch and towing points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What ride-on vehicles might be covered in this standard?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• This may include 2 wheel motorcycles (agbikes and trailbikes, excluding road motorcycles), 3 and 4 wheel motorcycles (all terrain vehicles), and ride-on mowers. All terrain vehicles are small, motorised vehicles with low pressure, high flotation tyres.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What enterprise requirements may be applicable to this standard?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What range of attached equipment may apply to this standard?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mounted equipment may include spray equipment, spreaders, winch, gun scabbard, toolbox, and first aid kits. Trailed equipment may include a range of trailers, slashers and spreaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What risks may be associated with the operation of ride-on vehicles?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Loss of rider control caused by the incorrect matching of operator size and weight to vehicle size and weight, and load shifting as a result of uneven weight distribution.</td>
</tr>
</tbody>
</table>
**What personal protective equipment** may be relevant to this standard?  
- This may include helmets, boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

**How might the operation of a ride-on vehicle be demonstrated in a safe and controlled manner?**  
- Appropriate selection and use of vehicle controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to ride-on vehicle, equipment, person, property, or environment.

**What environmental implications** may be associated with the operation of ride-on vehicles?  
- Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oils containers, chemical residues), and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.

**What may be involved in shut down procedures for ride-on vehicles?**  
- This may include turning the engine off, safe dismounting, and securing the vehicle. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the vehicle.

**What reports** may be relevant to this standard?  
- This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, log books, faults, malfunctions and damage details, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to safely and effectively ride 2, 3 and 4 wheel all terrain vehicles, with or without attached equipment in off-road environments. It also requires the ability to perform routine pre-operational checks and maintenance, attach and operate equipment, recognise and control hazards and risks, and monitor and maintain vehicle records. Evidence must be demonstrated in safe workplace and positive environmental practices associated with the operation of ride-on vehicles.

The skills and knowledge required to operate ride-on vehicles must be transferable to a different work environment. For example, this could include different vehicles, terrains and enterprise situations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- components, controls and features of ride-on vehicles and their functions
- range of ride-on-vehicles and attached equipment and functional applications
- operating principles and operating methods
- load limits and the principles of weight distribution with regard to load shifting and vehicle movement
- effects of adverse weather and terrain conditions on the operation of ride-on vehicles
- OHS legislative requirements
- codes of practice with regard to the use and control of hazardous substances
- environmental codes of practice for machinery operation.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- steer, manoeuvre and position vehicles in a smooth and controlled manner
- apply hand-eye co-ordination
- safely operate ride-on vehicles in adverse weather and difficult terrain conditions
- match and attach equipment appropriate to work requirements
- demonstrate safe and environmentally responsible workplace practices
- read and comprehend manufacturers specifications, work and maintenance plans, and MSDSs
- effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Information with regard to hazards and unsafe work practices associated with the operation of ride-on vehicles may be reported to the supervisor and work team.

2. How can information be collected, analysed and organised (1)?
   Information with regard to ride-on vehicle performance, faults and maintenance carried out may be detailed and recorded for reference, and organised by reports.

3. How are activities planned and organised (1)?
   Maintenance and repairs may be planned and co-ordinated around work schedules, or sequenced as required.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td><strong>How can team work (1) be applied?</strong></td>
<td>Team work may be applied in the application of methods and procedures to complete maintenance procedures and maintain records.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>How can the use of mathematical ideas and techniques (1) be applied?</strong></td>
<td>Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>How can problem-solving skills (1) be applied?</strong></td>
<td>Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>How can the use of technology (1) be applied?</strong></td>
<td>To communicate, measure and record information with regard to maintenance, usage and performance of vehicle.</td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant sector booklet.
RTE2503A Observe and report on weather

This competency standard covers the process of observing and reporting on weather and climate conditions for an agricultural, horticultural or land management enterprise. Competency also requires the application of skills and knowledge to recognise adverse weather and climate conditions and to monitor, record and report on weather and climate information. The work is likely to be carried out with limited supervision, within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Check weather and climate information | 1.1 **Weather** and climate **information** is checked to determine likely conditions.  
1.2 Changed weather and climate situations are recognised.  
1.3 Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment.  
1.4 Report is made to supervisor of anticipated impact of weather and climate. |
| 2 Carry out preventative action | 2.1 Information and advice is promptly disseminated to **relevant personnel**.  
2.2 Preventative action is determined according to the known effects on livestock, crops and work tasks.  
2.3 Actions to minimise **loss and damage** are implemented.  
2.4 Livestock, horticultural or crop management program or schedule of work tasks are adjusted and revised according to weather and climatic changes. |
| 3 Monitor weather and climate | 3.1 **Regular updates** are accessed to determine ongoing suitability of current programs.  
3.2 Viability of livestock, horticultural or crop management practices are reviewed to ensure suitability within meteorological conditions.  
3.3 Research on forecasting techniques is undertaken to maintain currency of information.  
3.4 Relevant information is documented and recorded according to enterprise requirements. |
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>Where might weather and climate information be sourced from?</th>
<th>Radio, T.V., Internet, email, fax, telephone, newspapers, word of mouth, weather station on property and interpretive tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might weather and climate information include?</td>
<td>Reports, warnings, data collected from property weather station, and grazier alerts.</td>
</tr>
<tr>
<td>What preventative actions might be reviewed?</td>
<td>Provision of shelter, shedding sheep, covering fodder, moving fodder, fire fighting equipment, auxiliary power, supplies, moving stock, securing equipment and buildings, preparing fire breaks, and assured water supply, rescheduling work tasks.</td>
</tr>
<tr>
<td>Who might be considered to be relevant personnel?</td>
<td>Other staff and colleagues, owners and managers, and neighbours.</td>
</tr>
<tr>
<td>What loss and damage may need to be minimised?</td>
<td>To staff, livestock, crops, fodder, produce, buildings sheds and/or other physical resources.</td>
</tr>
<tr>
<td>Where might regular updates be obtained from?</td>
<td>Radio, T.V., Internet, email, fax, telephone, newspapers, word of mouth, weather station on property, and interpretive tools.</td>
</tr>
<tr>
<td>What warnings might be issued or relevant?</td>
<td>Fire, flood, wind, rain, hail, storm, cyclones, heat waves, snow, dust, frost, gale, grazier alerts, and rapid changes in temperature or weather conditions.</td>
</tr>
</tbody>
</table>

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring weather and climate conditions requires evidence of the ability to monitor and interpret weather information, communicate warnings and concerns, and identify resource requirements and dangers. In addition, it requires an ability to minimise loss and damage to staff, livestock, crops, natural resources, property and produce, and to implement alternative livestock or other programs and continue to monitor weather changes.

The skills and knowledge required to monitor weather conditions must be transferable to another rural workplace. For example, if competence is evident in monitoring weather and climate conditions for a large sheep property, it should also be evident for a small cattle property or a different climatic zone.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- working knowledge of climate and weather
- weather and climate conditions and its impact upon farming and grazing activities
- effects of wind and rain on wind chill
- effects of wind shear and wind chill exposure
- relevant legislative health and OHS requirements, especially as they relate to weather and climate monitoring and preparations for hazardous weather
- enterprise and industry policies for monitoring weather and climate conditions, and recording and reporting weather and climate conditions.

If applicable to the enterprise:

- effects of wind chill on metabolism of animals
- effects of prolonged dry periods on pastures and animal production, and natural resources.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- relate forecasts to impact on current operations and activities
- relate weather and climate conditions and changes to decision-making and prevention of loss and damage
- monitor physical signs in the context of available information
- communicate information.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   In discussing conditions and changes with weather and climate information agencies and colleagues.

2. How can information be collected, analysed and organised (2)?
   In analysing and interpreting data from weather and climate information sources on weather predictions and changes.

3. How are activities planned and organised (2)?
   To plan activities and resources to minimise impact of adverse weather and climate on livestock, crops and staff.

4. How can team work (2) be applied?
   To collate all available information on weather and climate, and to organise resources and minimise loss and damage.

5. How can the use of mathematical ideas and techniques (2) be applied?
   To analyse and interpret weather and climatic condition, and changes in weather and climate.

6. How can problem-solving skills (2) be applied?
   To minimise impact of adverse weather and climate, and to implement appropriate tactics and strategies when weather and climate changes unexpectedly.

7. How can the use of technology (2) be applied?
   To access a range of information resources and record information.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE2603A Lay irrigation and/or drainage pipes

This competency standard covers the process of setting out and excavating trenches using manual equipment and a machine operator, laying bedding materials, and positioning irrigation and/or drainage of varying types and sizes under routine supervision. Laying pipes requires the ability to read and interpret scale drawings, measure trench width, depth, grade and location, use power tools and hand tools, and work safely to instructions. This unit requires knowledge of irrigation and/or drainage pipes, types and sizes, hand and power tools and equipment, bedding and backfill materials and handling methods, hand signals for communication, and relevant OHS issues and procedures.

NB: This unit does not include operating excavation machinery such as trench diggers or ditch witches, but does include the use of mechanical equipment for lowering irrigation and/or drainage pipes.

Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and prepare job</td>
<td>1.1 Materials required for the job are transported to the location and stacked in a safe position.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Tools, equipment and machinery</strong> are selected consistent with the requirements of the job.</td>
</tr>
<tr>
<td></td>
<td>1.3 Quality Assurance requirements are recognised and adhered to.</td>
</tr>
<tr>
<td></td>
<td>1.4 Personal protective equipment is selected, correctly fitted and used.</td>
</tr>
<tr>
<td></td>
<td>1.5 <strong>OHS requirements</strong> are adhered to.</td>
</tr>
<tr>
<td>2 Set out and excavate trenches</td>
<td>2.1 Location and depths of trenches is determined from job drawings.</td>
</tr>
<tr>
<td></td>
<td>2.2 <strong>Trench location</strong> is set out with pegs and string line and clearly marked with appropriate marking material.</td>
</tr>
<tr>
<td></td>
<td>2.3 Manual support is provided to machine operator with excavation of trenches, shoring or battering in accordance with OHS requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Trenches are cleaned out by hand and corners left square.</td>
</tr>
<tr>
<td></td>
<td>2.5 <strong>Trench depths</strong> and <strong>grades</strong> are checked for conformity to job requirements.</td>
</tr>
<tr>
<td>3 Install bedding materials</td>
<td>3.1 Bedding materials are laid and consolidated to specified depths and grades.</td>
</tr>
<tr>
<td>4 Lower and position pipes</td>
<td>4.1 Pipes are installed/lowered into position with appropriate mechanical equipment according to specifications.</td>
</tr>
</tbody>
</table>
RTE2603A Lay irrigation and/or drainage pipes

4.2 Pipe joints and **fittings** are installed to job specification.

4.3 Pipes are back filled to specifications and cover left level with surrounding ground.

5 Clean up

5.1 Site is cleared and excess soil, debris and unwanted materials removed in accordance with organisational procedures and environmental requirements.

5.2 Tools and equipment are cleaned, maintained and stored.

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

| What tools, equipment and machinery might be relevant to this competency standard? | These may include string lines, hammers, measuring tapes, automatic or manual levels, staves, optical squares, rakes, shovels, spades, rollers, trench digger, backhoe, polythene pipe layer, and fitting and welding tools. |
| What OHS requirements might be relevant to this standard? | OHS requirements include safe systems and procedures for the operation of machinery such as trench diggers and backhoes and other equipment, manual handling, selection and use of hand tools, selection and use of relevant personal protective clothing and equipment, and for working outdoors including protection from solar radiation, dust and noise. |
| What factors might affect trench location and trench depth? | Factors affecting the location and depth of trenching may include existing services such as power, water, and telephone, depth of cultivation for pasture improvement, existing plant and facilities such as roads and tracks, the susceptibility of soil to erosion or slipping during excavation or construction, and relevant legislation and/or regulations. |
| How might the grade be designed? | This may include manual and laser equipment. |
| What type of irrigation and/or drainage pipes might be used? | These may include concrete, metal, polythene or polyvinylchloride (PVC). The type and size of pipe will vary with the terrain, soil type and traffic load. |
What **fittings** may be relevant to this standard?

- Fittings may include valves, outlets, thrust blocks and connecting surfaces such as O-rings.

What **environmental requirements** might there be in the clean up phase of laying pipes?

- Environmental requirements may include recycling or environmentally safe disposal of excess soil, debris and unwanted materials.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in laying irrigation and/or drainage pipes requires evidence that a person can set out and excavate trenches, check trench depth and grade, lay bedding materials, and position pipes to job specifications and supervisor instructions. The skills and knowledge required to lay pipes must be **transferable** to a different work environment. For example, this could include different pipes types and sizes, soil types and enterprises.

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*What specific knowledge is needed to achieve the performance criteria?*

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- workplace and equipment safety requirements for excavating, filling trenches and laying pipes, including relevant legislation regulations and codes
- irrigation and/or drainage pipes, types and sizes
- hand and power tools and equipment
- bedding and backfill materials and handling methods
- scale drawings for laying irrigation and/or drainage pipes
- hand signals for communication
- OHS issues and procedures related to trenching and pipe laying
- Quality Assurance procedures for excavating, filling trenches and laying pipes.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and interpret scale drawings and specifications
- use hand signals for communicating with machine operator
- measure trench width, depth, grade and location
- level cover with existing ground
- use power tools and hand tools
- handle materials safely
- work safely to instructions.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Using hand signals to machine operator.

2. How can information be collected, analysed and organised (1)?
   Checking depth and grade of trenches and meeting design specifications.

3. How are activities planned and organised (1)?
   Selecting equipment, tools, materials and personal protective equipment.

4. How can team work (1) be applied?
   Providing manual support to machine operator.

5. How can the use of mathematical ideas and techniques (1) be applied?
   Pegging out trench locations.

6. How can problem-solving skills (1) be applied?
   Lowering and positioning pipes.
7. How can the use of technology (1) be applied? Using laser equipment to design grades.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other Develop competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE2606A Maintain pressurised irrigation systems

This competency standard covers the process of maintaining pressurised irrigation systems, including the repair and replacement of basic, simple components under routine supervision. It requires the ability to read and follow an operators manual and manufacturers specifications for pressurised irrigation systems, maintain selected irrigation system components, and record and report maintenance observations and activities. Maintaining pressurised irrigation systems requires knowledge of major components of a pressurised irrigation delivery system, maintenance requirements and procedures for system components, and environmentally safe disposal procedures for chemicals.

## Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carry out pre- and post-season maintenance</td>
</tr>
<tr>
<td>1.1</td>
<td>Equipment is prepared pre-season for effective operation in accordance with design specifications and enterprise standards.</td>
</tr>
<tr>
<td>1.2</td>
<td>System is flushed, cleaned, closed down and maintained post-season in accordance with design specifications and enterprise standards.</td>
</tr>
<tr>
<td>1.3</td>
<td>Equipment requiring storage is dismantled, loaded, transported and stored without damage according to enterprise standards and safe working practices.</td>
</tr>
<tr>
<td>2</td>
<td>Carry out routine maintenance activities on pressurised irrigation delivery systems</td>
</tr>
<tr>
<td>2.1</td>
<td>All maintenance activities are carried out according to the maintenance program and the manufacturers specifications.</td>
</tr>
<tr>
<td>2.2</td>
<td>Mechanical equipment is serviced in accordance with the operators manual or as directed.</td>
</tr>
<tr>
<td>2.3</td>
<td>Supply and distribution systems are flushed and cleaned with sprinklers, emitters and/or drip line tapes replaced as directed.</td>
</tr>
<tr>
<td>2.4</td>
<td>Outlets, strainers, pump screens and filters are cleaned and replaced as directed.</td>
</tr>
<tr>
<td>2.5</td>
<td>System is visually inspected for leaks, operating faults and dry areas, and observations recorded in the maintenance book.</td>
</tr>
<tr>
<td>2.6</td>
<td>Operation area is maintained in a clean and safe condition, and OHS procedures are followed.</td>
</tr>
</tbody>
</table>
3 Maintain system components

3.1 System maintenance is carried out at scheduled times using equipment and materials in accordance with enterprise standards and manufacturers specifications.

3.2 Parts are inspected for wear or blockage and reported or replaced according to enterprise guidelines.

3.3 Outlets are removed and cleaned and damaged ones are reassembled and replaced according to manufacturers specifications.

3.4 Operation area is maintained in a clean and safe condition, and OHS procedures are followed.

4 Record and report maintenance activities

4.1 All damage and blockage caused by pests and vermin is recorded by damage type, location and the section of the system affected.

4.2 Damage or faulty pumps, valves, electrical components and computer systems are recorded and reported, and action taken to effect repairs.

4.3 All routine maintenance activities are recorded and reported in accordance with enterprise standards.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What pre-season maintenance might be carried out?

- Pre-season maintenance may include weed control, motor servicing, flushing and supply distribution, descaling and equipment service.

What post-season maintenance might be carried out?

- Post-season maintenance may include disconnecting electrics, motor servicing, reports of equipment and machinery damage, flushing and draining, protection from environmental damage, and servicing equipment.

What enterprise standards might be relevant to flushing and cleaning the system?

- These might include environmental considerations such as the identification of the impacts of pumping water from any ground or underground source and appropriate remedial action, and procedures for dealing with cleaning agents and waste water.

What safe working practices apply to dismantling and storage of equipment?

- These may include safe procedures for manual handling, and the operation of machinery and equipment.
What types of **pressurised irrigation systems** might be relevant to this standard?

- Irrigation systems may range from manual operation and monitoring to fully automated with computer control and monitoring. They may include micro-irrigation systems and spray irrigation systems. Micro-irrigation systems may be mains pressure, low pressure, below or above ground, sprays systems, drip emitter trickle, t-tape, mini-sprinklers, and capillary. Spray irrigation systems may be travelling irrigators (soft hose, hard hose boom type) centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.

What might servicing of **mechanical equipment** include?

- Periodical maintenance for pumping unit may include changing engine oil, replacing the oil filter, replacing the air cleaner, checking battery water level, pre-cleaner, gear box oil, cooling system/water, fuel, battery charge and fuel tank, greasing the pump jack shaft and bearings, and flushing (de-silting) the pump.
- Centre control tower maintenance may include greasing head of pivot and all gearboxes, checking tyre pressure, and cleaning electrical controls of authorised components.
- There may be environmental considerations relating to the servicing of mechanical equipment such as disposal of oils/grease and used parts.

What are the **OHS procedures** relevant to this standard?

- These might include prevention of electrical injury, protection against cleansing agents including acids, and safe systems and procedures for protection against risks of slips and falls.

What **materials** may be used for system maintenance?

- Materials may include gland packing, rubber rings, belts and pulleys, hazardous substances, or chemicals.

What **parts**/replaceable system components might be inspected or replaced?

- These may include pipes, jets, microjets, laterals, sprinklers, emitters, integrated dripline “thin wall”, seals and outlets.

What **outlets** might be removed and cleaned or replaced?

- Outlets may include drip lines, cups and fluming, pipes, risers, valves, sprinklers and emitters.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking routine maintenance on pressurised irrigation delivery systems requires evidence that a person can inspect and replace worn parts, and follow procedures to carry out routine maintenance with only routine supervision.

The skills and knowledge required to undertake routine maintenance on pressurised irrigation delivery systems must be transferable to a different work environment. For example, this could include different systems, watering schedules and enterprises procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- enterprise and OHS procedures relating to pressurised irrigation system maintenance
- major components of a pressurised irrigation delivery system
- maintenance requirements and procedures for system components
- environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and follow an operators manual and manufacturers specifications for pressurised irrigation systems
- maintain selected irrigation system components
- record and report maintenance observations and activities.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>How can communication of ideas and information (1) be applied?</th>
<th>Reporting damage, faulty systems and routine maintenance activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (1)?</td>
<td>Recording observations of irrigation equipment in the maintenance book.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (1)?</td>
<td>Organising task activities and equipment for maintenance activities.</td>
</tr>
<tr>
<td>4</td>
<td>How can team work (1) be applied?</td>
<td>Reporting system problems others.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>Preparing equipment according to design specifications.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (1) be applied?</td>
<td>Identifying and replacing damaged outlets or faulty systems.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (1) be applied?</td>
<td>Using computerised irrigation systems.</td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the **Assessment Guidelines**. Further advice may also be sought from the relevant sector booklet.
RTE3307A Co-ordinate machinery and equipment maintenance and repair

This competency standard covers the process of co-ordinating machinery and equipment maintenance and repair for a small enterprise. Typically this is a role undertaken by a single person with responsibility to ensure that machinery and equipment for the enterprise is maintained and repaired in a way that allows the core business of the enterprise to continue with minimal disruption.

The co-ordination of machinery and equipment maintenance and repair is likely to be carried out under limited supervision with checking only related to overall progress. It requires the application of extensive agricultural, horticultural and/or conservation and land management knowledge and a broad range of relevant skills. The work is usually done within established routines, methods and procedures where some discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for maintenance and repair work</td>
<td>1.1 Requirements of the work responsibilities are clarified with the supervisor and according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.2 Equipment and material <strong>resource requirements</strong> are identified according to the scope of the co-ordination work and the supervisors instructions.</td>
</tr>
<tr>
<td></td>
<td>1.3 The priorities for maintenance and repair activities and time allocation is identified, documented and presented to the supervisor for verification.</td>
</tr>
<tr>
<td></td>
<td>1.4 The <strong>environmental implications</strong> of the proposed maintenance and repair work are identified and the likely outcomes assessed and reported to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.5 <strong>OHS hazards</strong> are identified, risks assessed and reported to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.6 <strong>Personal protective equipment (PPE)</strong> is selected, used, maintained and stored according to the type of work site activities to be undertaken.</td>
</tr>
</tbody>
</table>
2 Maintain and repair machinery and equipment

2.1 Equipment/machinery is maintained and repaired as authorised by the supervisor and according to enterprise guidelines and workplace priorities.

2.2 **Materials** to assist in maintenance and repair work are purchased, stored and/or used as required.

2.3 Delivery of materials to the site is organised according to workplace priorities.

2.4 Machinery and equipment is organised to be on-site in good order when they are required.

2.5 Maintenance and repairs requiring specialist attention and work are identified and organised according to enterprise guidelines.

3 Co-ordinate and report on maintenance and repair activities

3.1 Resources are co-ordinated and timed to suit the maintenance and repair activities and priority of work.

3.2 Operators are informed of appropriate use and their responsibilities in respect to operational maintenance requirements of machinery and equipment.

3.3 Personnel, activities, timelines and materials usage are monitored and documented according to enterprise guidelines.

3.4 **Contingency situations** are recognised and reported to the supervisor and corrective actions taken according to enterprise guidelines.

3.5 A simple **report** is written to inform management of maintenance and repair activities undertaken and completed.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What <strong>resource requirements</strong> are likely to be identified?</th>
<th>• Materials may include goods that will be consumed by the maintenance and repair work such as fuels, oils, cleaning agents, solvents and chemicals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might be the <strong>environmental implications</strong> of proposed work site activities?</td>
<td>• Environmental implications may include risk of contamination of soils, water or adjoining property through chemicals flowing into drains and water sources, and damage to plants. Compliance with local, State/Territory, and Commonwealth environmental legislation is required.</td>
</tr>
</tbody>
</table>
**What OHS hazards may apply to work site activities?**

- Hazards may include disturbance of services, solar radiation, dust, noise, through traffic, uneven surfaces and holes, moving machinery and machinery parts, powered equipment and hand tools, confined spaces, hazards from use of hired equipment (untrained staff), and overhead hazards including powerlines.

**What personal protective equipment (PPE) is likely to be selected?**

- PPE will be determined by the type of activity being undertaken and may include work boots, gloves, overalls, sun hat and sunscreen lotion, safety harness, hard hat, hearing or eye protection, respirator or face mask.

**Where might the materials be available from?**

- Materials to be consumed by the activity may be available through the enterprise as a stockpile or stored goods, or it may be purchased for the job. Materials are often available through supply companies. The enterprise may have purchasing policies and procedures and existing accounts with some suppliers.

**Why would activities etc., be documented?**

- Documentation of work site activity may determine if the work is on track, provide progress reports to supervisors, and plan for delivery and storage of materials to minimise costs and time wasting for the enterprise.

**What might be considered contingency situations?**

- Contingency situations may include the delay in delivery and/or breakdowns with equipment and machinery, poor weather conditions, poor quality materials and unforseen soil problems.

**What might be included in a simple report?**

- A simple report may include the authors name and date, progress of activities completed, major issues, OHS issues, expenditure, and any future activities that may need to be planned.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in co-ordinating machinery and equipment maintenance and repair requires evidence that a person can prepare and plan for maintenance and repair work, organise resources required and monitor and report on activities undertaken.

The skills and knowledge required to co-ordinate machinery and equipment maintenance and repair must be transferable to a different work environment. For example, this could include different machinery and equipment, workplaces and enterprise guidelines.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:</td>
</tr>
<tr>
<td>• work schedule programming</td>
</tr>
<tr>
<td>• possible causes of disruption to work activities and their effect on quality and time schedules</td>
</tr>
<tr>
<td>• responsibilities and requirements for maintaining and repairing machinery and equipment</td>
</tr>
<tr>
<td>• the range, use and availability of materials, equipment and machinery that may be required for the project</td>
</tr>
<tr>
<td>• environmental awareness associated with undertaking maintenance and repair work on machinery and equipment to ensure the impact on the environment is minimal</td>
</tr>
<tr>
<td>• OHS issues, legislative requirements and codes of practice.</td>
</tr>
</tbody>
</table>

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

• read and interpret documentation associated with work site activities

• calculate material and resource requirements

• co-ordinate a team to achieve optimum performance

• communicate with personnel at all levels

• document results clearly and concisely

• perform an OHS risk assessment.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Required Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can communication of ideas and information (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Ideas and information may need to be communicated with the supervisor such as regular reporting.</td>
<td></td>
</tr>
<tr>
<td>2. How can information be collected, analysed and organised (2)?</td>
<td>2</td>
</tr>
<tr>
<td>Information on machinery, equipment and resource requirements may need to be collected, analysed and organised according to the scope of work required.</td>
<td></td>
</tr>
<tr>
<td>3. How are activities planned and organised (2)?</td>
<td>2</td>
</tr>
<tr>
<td>Activities may need to be planned and organised to ensure that the needs of management are met and that down time is minimised for the enterprise.</td>
<td></td>
</tr>
<tr>
<td>4. How can team work (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Teamwork may be applied to ensure that machinery and equipment is properly maintained and operated.</td>
<td></td>
</tr>
<tr>
<td>5. How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical ideas and techniques may be applied when organising time frames to meet maintenance and repair priorities.</td>
<td></td>
</tr>
<tr>
<td>6. How can problem-solving skills (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Site contingencies, personnel difficulties, timeline failures and assessing hazards and identifying controls may require problem-solving skills.</td>
<td></td>
</tr>
<tr>
<td>7. How can the use of technology (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Technology may be used to communicate and record progress of work activities.</td>
<td></td>
</tr>
</tbody>
</table>
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE3506A Monitor weather conditions

This competency standard covers the process of monitoring and interpreting weather and climate conditions and assessing its likely impact on staff, crops, livestock, produce, property, natural resources, equipment and work tasks. Competency also requires the application of skills and knowledge to prepare for adverse weather and climate conditions, to change livestock and crop management programs and work tasks as appropriate, to minimise loss and damage and to continue to monitor and record weather and climate information. The work is likely to be carried out with limited or minimal supervision within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Interpret weather and climate information | 1.1 **Weather** and climate **information** and **warnings** are regularly monitored to determine likely conditions.  
1.2 Potential variations in weather and climate conditions are anticipated and assessed according to warnings, weather patterns and historical experience.  
1.3 Possible impacts of weather and climate on crops, livestock and work tasks are identified to determine appropriate preventative action.  
1.4 Suitable **preventative actions** are reviewed to ensure availability of appropriate resources and responses. |
| 2       | Carry out preventative action | 2.1 Information and advice is promptly disseminated to **relevant personnel**.  
2.2 Preventative action is determined according to the known effects on livestock, crops and work tasks.  
2.3 Actions to minimise **loss and damage** are implemented.  
2.4 Livestock or crop management program and work schedules are adjusted and revised according to climatic changes. |
| 3       | Monitor weather and climate | 3.1 **Regular updates** are accessed to determine the ongoing suitability of current programs.  
3.2 Viability of livestock and crop management practices and scheduling of work tasks are reviewed to ensure suitability within meteorological conditions.  
3.3 Research on forecasting techniques is undertaken to maintain currency of information. |
3.4 Relevant information is documented and recorded according to enterprise requirements.

3.5 **Regular updates** are accessed to determine the ongoing suitability of current programs.

---

## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

<table>
<thead>
<tr>
<th>Where might weather and climate information be sourced?</th>
<th>Radio, television, internet, e-mail, fax, telephone, newspapers, word-of-mouth, weather station on property, and interpretive tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might weather and climate information include?</td>
<td>Reports, warnings, data collected from property weather station, and grazier alerts.</td>
</tr>
<tr>
<td>What warnings might be issued or relevant?</td>
<td>Fire, flood, wind, rain, hail, storm, cyclones, gale, snow, dust, frost, heat wave, grazier alerts, rapid changes in temperature or weather conditions.</td>
</tr>
<tr>
<td>What preventative actions might be reviewed?</td>
<td>Provision of shelter, shedding sheep and moving stock, covering or moving fodder, fire fighting equipment and preparing firebreaks, auxiliary power, supplies, securing equipment and buildings, assuring water supply and rescheduling work tasks.</td>
</tr>
<tr>
<td>Who might be considered to be relevant personnel?</td>
<td>Other staff and colleagues, owners and managers, and neighbours.</td>
</tr>
<tr>
<td>What loss and damage needs to be minimised?</td>
<td>Staff, livestock, crops, fodder, and produce, buildings sheds and/or other physical resources.</td>
</tr>
<tr>
<td>Where might regular updates be obtained?</td>
<td>Radio, television, internet, e-mail, fax, telephone, newspapers, word-of-mouth, weather station on property, and interpretive tools.</td>
</tr>
</tbody>
</table>

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring weather and climate conditions requires evidence of the ability to monitor and interpret weather and climate information, communicate warnings and concerns, identify resource requirements and dangers. In addition, it requires an ability to minimise loss and damage to staff, livestock, crops, natural resources, property, and produce and to implement alternative livestock or other programs and continue to monitor weather changes. The skills and knowledge required to monitor weather and climate conditions must be transferable to another rural workplace. For example, if competence is evident in monitoring weather and climate conditions for a large sheep property it should also be evident for a small cattle property or a different climatic zone.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- working knowledge of climate and weather
- weather and climate conditions and its impact upon farming and grazing activities
- effects of wind and rain on wind chill
- relevant legislative health and OHS requirements especially as they relate to weather and climate monitoring and preparations for hazardous weather
- enterprise and industry policies for monitoring weather and climate conditions and recording and reporting weather and climate conditions.

If applicable to the activities of the enterprise:

- effects of shearing and/or parturition and wind chill exposure
- effects of wind chill on metabolism of animals
- effects of prolonged dry periods on pastures and animal production and natural resources.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- relate forecasts to impact on current operations and activities
- relate weather and climate conditions and changes to decision-making and prevention of loss and damage
- monitor physical signs in the context of available information
- communicate information.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>How can</th>
<th>In...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>communication of ideas and information (2) be applied?</td>
<td>In discussing conditions and changes with weather and climate information agencies and colleagues.</td>
</tr>
<tr>
<td>2</td>
<td>information be collected, analysed and organised (2)?</td>
<td>In analysing and interpreting data from weather and climate information sources on weather predictions and changes.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (2)?</td>
<td>To plan activities and resources to minimise impact of adverse weather and climate on livestock, crops and staff.</td>
</tr>
<tr>
<td>4</td>
<td>How can team work (2) be applied?</td>
<td>To collate all available information on weather and climate and to organise resources and minimise loss and damage.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>To analyse and interpret weather and climatic condition and changes in weather and climate.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>To minimise impact of adverse weather and climate and to implement appropriate tactics and strategies when weather and climate changes unexpectedly.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>To access a range of information resources and record information.</td>
</tr>
</tbody>
</table>
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE3605A Troubleshoot irrigation systems

This competency standard covers the process of troubleshooting faults and blockages in irrigation systems. It requires the ability to read and apply system specifications, technical manuals and supply/spare parts inventories, operate, maintain and repair irrigation systems, and record and report maintenance activities. Troubleshooting faults and blockages in irrigation systems requires knowledge of characteristics and operation of replaceable components of irrigation systems, system malfunctions and their likely causes, isolation procedures and OHS and environmental guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Locate and identify faulty components and blockages | 1.1 Irrigation system and component function is determined by reference to system specifications and technical manuals.  
1.2 Monitoring and maintenance records are checked and reviewed.  
1.3 Operational tests are carried out in accordance with system specifications, technical manuals and OHS requirements.  
1.4 Faulty components and blockages are identified and documented according to enterprise policy and procedures. |
| 2 Shut down/isolate component | 2.1 Shut down sequence and isolation procedures are applied as required according to system specifications and technical manuals.  
2.2 Safe shut down or isolation is verified.  
2.3 Safety/security lock off devices and signage is installed according to enterprise policy and procedures. |
| 3 Replace faulty components and clear blockages | 3.1 Access to faulty components and blockages is arranged.  
3.2 Faulty components are removed from the system, according to system specifications and technical manuals, and repaired or disposed of in an environmentally responsible way.  
3.3 Replaceable components are selected from manufacturers catalogues and procured using enterprise procedures.  
3.4 Replacement components are installed to meet system specifications according to technical manuals. |
3.5 Replace faulty components and clear blockages are carried out without unnecessary damage to surrounding site and structures.

3.6 Blockages are cleared or blocked sections are replaced according to enterprise, environmental and OHS procedures.

4 Return system to normal operating status

4.1 Isolated or shut down components are returned to service.

4.2 Operational tests are carried out according to system specifications, technical manuals and OHS requirements.

4.3 System is returned to normal operational set up.

4.4 Repair activities are reported and recorded according to enterprise policy and procedures.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What irrigation systems might be relevant to this standard?

- These may be pressurised irrigation systems such as micro-irrigation, spray irrigation or gravity fed irrigation systems.

- Micro-irrigation systems include mains pressure, low pressure, below or above ground, sprays systems, drip emitter trickle, t-tape, mini-sprinklers, capillary, ebb and flow, and flood systems.

- Spray irrigation systems include travelling irrigators (soft hose, hard hose boom type) centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.

- Gravity fed irrigation systems include border check, contour irrigation, furrow irrigation, hillside flooding and basin irrigation. Border check systems may be either permanent or temporary earth, plastic or concrete devices for insertion in a drain for reticulating water, contour banks used to collect and distribute water along the perimeter of an irrigation plot, contour banks within a plot to collect/distribute water or larger scale systems to stop water exiting one area to another.

- Irrigation systems may range from manual operation and monitoring to fully automated with
computer control and monitoring.

<table>
<thead>
<tr>
<th>What faulty components or system parts might need to be replaced?</th>
<th>These may vary according to brand and supplier and may include, but not be limited to, injectors, pumps, tensiometers, probe tubes, flow meter, pressure gauge, controllers, solenoid valves, wiring, quick coupling valves (QCV), computer and/or other scheduling devices, pipes, jets, micro jets, laterals, sprinklers, emitters, integrated dripline “thin wall”, seals, outlets and gears.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What operational tests of the system may be conducted?</td>
<td>These may include pressures, flow rates, sprinkler performance, calculation of co-efficient of uniformity and distribution uniformity.</td>
</tr>
<tr>
<td>What might be the OHS requirements for maintenance activities?</td>
<td>Requirements may include systems and procedures for safe manual handling, outdoor work (including protection from solar radiation, dust and noise), selection, use and maintenance of relevant personal protective clothing and equipment, selection, care and safe use of hand tools and safe systems for the prevention of electrical injury.</td>
</tr>
<tr>
<td>What may be involved in gaining access to faulty components or blockages?</td>
<td>Gaining access may require specific approvals from property owners/managers and may involve excavation work.</td>
</tr>
<tr>
<td>How might faulty components be disposed of?</td>
<td>Disposal of faulty components must occur in an environmentally responsible way. For example, metal and plastic components may be recycled, returned to the manufacturer, or disposed of in accordance with enterprise procedures.</td>
</tr>
</tbody>
</table>

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in troubleshooting faulty components and blockages in irrigation systems requires evidence that a person can locate, isolate and replace faulty components and blockages and return the system to normal operating status.

The skills and knowledge required to troubleshooting faulty components and blockages in irrigation systems must be *transferable* to a different work environment. For example, this could include different systems, components, enterprise procedures and access difficulties.

*What specific knowledge is needed to achieve the performance criteria?*

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- identification, characteristics and operation of replaceable components of irrigation systems
- system malfunctions and their likely causes
- environmental impacts of irrigation, using water from any ground or underground source
- purchasing procedures
- isolation procedures
- enterprise policies and procedures
- irrigation OHS and environmental guidelines.

*What specific skills are needed to achieve the performance criteria?*

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and apply system specifications, technical manuals and supply/spare parts inventories
- record and report maintenance activities
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- operate, maintain and repair irrigation systems
- implement and follow relevant enterprise OHS and environmental policies and procedures.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (2)** be applied?
   - Order replaceable components from suppliers.

2. How can **information be collected, analysed and organised (2)**?
   - Collecting and assessing system performance data.

3. How are **activities planned and organised (2)**?
   - Organising shut down and repair activities.

4. How can **team work (2)** be applied?
   - Checking and reviewing monitoring and maintenance records completed by others.

5. How can the use of **mathematical ideas and techniques (2)** be applied?
   - Interpreting system performance data and purchasing parts within budget.

6. How can **problem-solving skills (2)** be applied?
   - Identifying and replacing faulty components.

7. How can the **use of technology (2)** be applied?
   - Using computerised irrigation systems.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE3612A Implement a maintenance program for an irrigation system

This competency standard covers the process of implementing a maintenance program for an irrigation system. It requires the ability to interpret an irrigation maintenance program, inspect irrigation system, record and report maintenance activities, test irrigation equipment, record results, undertake minor repairs of equipment, and dispose of unused or waste materials from site in an environmental safe sensitive manner. Implementing a maintenance program for an irrigation system requires knowledge of soil/plant/water relationships, environmental impacts of irrigation, irrigation system components, common operational and maintenance problems, and environmentally safe disposal procedures.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Interpret an irrigation maintenance program</strong></td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Scope of maintenance works</strong> is determined according to the irrigation maintenance program.</td>
</tr>
<tr>
<td>1.2</td>
<td>Frequency of maintenance works is determined and implemented according to the irrigation maintenance program.</td>
</tr>
<tr>
<td>1.3</td>
<td>Irrigation maintenance standards are established in line with the irrigation maintenance program.</td>
</tr>
<tr>
<td>1.4</td>
<td>Maintenance works are planned and prepared.</td>
</tr>
<tr>
<td>1.5</td>
<td><strong>OHS requirements</strong> are identified, associated hazards and risks assessed, and suitable controls implemented.</td>
</tr>
<tr>
<td>1.6</td>
<td><strong>Environmental considerations</strong> of irrigation maintenance activities are identified.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Inspect irrigation system</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>An inspection checklist is established according to the irrigation maintenance program.</td>
</tr>
<tr>
<td>2.2</td>
<td>System is regularly inspected according to the checklist.</td>
</tr>
<tr>
<td>2.3</td>
<td>Remedial action and repairs are identified and undertaken to restore system to full effectiveness.</td>
</tr>
<tr>
<td>2.4</td>
<td>Servicing of <strong>mechanical equipment</strong> is undertaken according to the irrigation maintenance program.</td>
</tr>
<tr>
<td>2.5</td>
<td>Results of maintenance works are assessed and recorded to ensure repairs or maintenance standards have been achieved according to the irrigation maintenance program.</td>
</tr>
</tbody>
</table>
2.6 Ensure surroundings are tidied and materials and equipment cleared from the site on completion of maintenance works.

3 Record and report maintenance activities

3.1 Damage and blockage caused by pests and animals are recorded by damage type, location and the section of the system affected.

3.2 Damage or faulty pumps, valves, electrical components and computer systems are recorded and reported, and action taken to effect repairs.

3.3 Routine and preventative maintenance activities are recorded and reported in accordance with enterprise standards.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work context.

What is likely to be included in the scope of maintenance works?

- Irrigation maintenance work on pressurised systems may range from manual operation and monitoring to fully automated with computer control and monitoring. They may include micro-irrigation systems and spray irrigation systems. Micro-irrigation systems may be mains pressure, low pressure, below or above-ground, sprays systems, drip emitter trickle, t-tape, mini-sprinklers, and capillary. Spray irrigation systems may be travelling irrigators (soft hose, hard hose boom type), centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.

- Irrigation maintenance work on gravity-fed systems may range from manual operation and monitoring to fully automated with computer control and monitoring. Flood irrigation systems may include border check, contour irrigation, furrow irrigation, hillside flooding, and basin irrigation. Border check systems may be either permanent or temporary earth, plastic or concrete devices for insertion in a drain for reticulating water, contour banks used to collect and distribute water along the perimeter of an irrigation plot, contour banks within a plot to collect/distribute water, or larger scale systems to stop water exiting one area to another.
What **OHS** requirements are relevant to this standard?

- These may include systems and procedures for the safe operation of irrigation equipment and to ensure protection against injury when working with pumps, outlets and other system equipment, the prevention of electrical type injury, manual handling and procedures for working outdoors, including protection from solar radiation, dust and noise.

What **environmental considerations** relate to this standard?

- Environmental considerations may include efficient operation of the system to conserve water by identifying and repairing leaks, avoidance of over watering, and even distribution of water to targeted areas with minimal wastage and run-off.

What might servicing of **mechanical equipment** include?

- Periodical maintenance for pumping unit may include changing engine oil, replacing the oil filter, replacing the air cleaner, checking battery water level, pre-cleaner, gear box oil, cooling system/water, fuel, battery charge and fuel tank, greasing the pump jack shaft and bearings, and flushing (de-silting) the pump.

- Centre control tower maintenance may include greasing head of pivot and all gearboxes, checking tyre pressure, and cleaning electrical controls of authorised components.

- There may be environmental considerations relating to the servicing of mechanical equipment such as disposal of oils/grease and used parts.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in implementing a maintenance program for an irrigation system requires evidence that a person can interpret the maintenance program and implement it to industry and enterprise standards.

The skills and knowledge required to implement a maintenance program for an irrigation system must be **transferable** to a different work environment. For example, this could include different irrigation systems, enterprises, locations, soil types and environmental considerations.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- soil/plant/water relationships
- environmental impacts of irrigation
- irrigation system components
- common operational and maintenance problems
- enterprise, OHS and environmental policies and procedures
- environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, as per template complementary skills are required. These include the ability to:

- interpret an irrigation maintenance program
- inspect irrigation system
- record and report maintenance activities
- read and interpret design and layout plans
- test irrigation equipment
- record all test results clearly and concisely with attention to detail
- undertake minor repairs of equipment
- dispose of unused or waste materials from site in an environmentally safe and sensitive manner.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (2)** be applied? Through reporting of maintenance activities.
2. How can information be collected, analysed and organised (2)?

Information may need to be collected, analysed and organised when testing systems and recording results.

3. How are activities planned and organised (2)?

Activities may need to be planned and organised according to enterprise guidelines.

4. How can team work (2) be applied?

Team work may need to be applied when testing and adjusting environmental parameters.

5. How can the use of mathematical ideas and techniques (2) be applied?

Mathematical ideas and techniques may need to be applied when testing irrigation equipment.

6. How can problem-solving skills (2) be applied?

Problem-solving skills may need to be applied in troubleshooting problems with the system.

7. How can the use of technology (2) be applied?

The use of technology may be applied when using tools to check or repair the system.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE4607A Plan on-site irrigation system installation and construction work

Include checklist for excavation in relation to aspects such as landfill or heritage constraints and legislation.

Ref to working with main soil types both excavation and irrigation applicator type selection.

This competency standard covers the process of appraising contract documentation for irrigation installation and translating this into operational requirements, developing strategies for implementing construction, preparing a project schedule and dilapidation report, and determining all the required resources for the work. Planning on-site installation and construction usually occurs without supervision but with general guidance on progress.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appraise contract documentation and translate into operational requirements</td>
</tr>
<tr>
<td>1.1</td>
<td>Copy of building approval and conditions is obtained as required.</td>
</tr>
<tr>
<td>1.2</td>
<td>Contract documentation is reviewed for any unusual aspects of construction, use of materials and penalties.</td>
</tr>
<tr>
<td>1.3</td>
<td>Availability of sub-contractors is ascertained and selected to suit job requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td>Availability of materials is checked with suppliers.</td>
</tr>
<tr>
<td>1.5</td>
<td>Site access limitations are assessed.</td>
</tr>
<tr>
<td>1.6</td>
<td>Relevant authorities controlling construction work advised of commencement date for project as required.</td>
</tr>
<tr>
<td>2</td>
<td>Develop strategies for implementing the construction operations</td>
</tr>
<tr>
<td>2.1</td>
<td>Procedures for controlling and recording site deliveries are established.</td>
</tr>
<tr>
<td>2.2</td>
<td>Procedures for recording the hire of plant and equipment are determined.</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>OHS procedures</strong> are established, including hazard/risk management.</td>
</tr>
<tr>
<td>2.4</td>
<td>Procedures are established for dealing with <strong>environmental issues</strong> associated with irrigation construction work.</td>
</tr>
<tr>
<td>2.5</td>
<td>Procedures required for the control of multiple projects are determined.</td>
</tr>
</tbody>
</table>
3 Prepare project schedule for irrigation installation and construction

3.1 Construction operations are prepared in sequence.

3.2 Operations are entered into a manually prepared schedule or computer based software package.

3.3 ‘Critical path’ is identified and schedule revised with new activities/projects, as needed, and documented.

3.4 Timeframe is adjusted to take account of anticipated delays.

4 Determine all the required resources for project

4.1 Temporary services and site accommodation is determined as required.

4.2 Plant requirements and dates are selected and accessed.

4.3 On site labour requirements are determined.

5 Prepare dilapidation report

5.1 Records are made of the condition of existing building(s) to be retained and structures on the adjacent site boundaries.

5.2 Copies of reports are submitted to adjacent building owners prior to commencing construction.

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Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What OHS procedures may be relevant to this standard?

- OHS procedures may include identification and reporting of hazards to health and safety, risk assessment procedures and implementation of risk control measures, safe operation of machinery and equipment, safe manual handling procedures, selection, use and maintenance of relevant personal protective clothing and equipment, safe procedures for working at heights, and for outdoor work including protection from solar radiation, dust and noise.

What environmental issues may be associated with irrigation construction work?

- Environmental issues include excavation work such as dealing with landfill, heritage constraints and legislation, removal of existing services, and using hazardous materials. Reference should be made to Environment Protection Agencies and respective legislation where environmental issues are encountered.
To which systems does irrigation installation and construction relate?

- These may include gravity fed and pressurised systems.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning on-site irrigation system installation and construction work requires evidence that a person can appraise contract documentation and translate this into operational requirements, develop strategies for implementing construction operations, prepare a project schedule and dilapidation report, and determine all the required resources for the project.

The skills and knowledge required to plan on-site irrigation system installation and construction work must be transferable to a different work environment. For example, this could include different irrigation systems, crops and enterprise procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- installation and construction processes for on-site irrigation systems
- logical construction sequence for the system
- analysis of the required project resources
- environmental impacts of irrigation using water from any ground or underground source
- relevant enterprise OHS and environmental procedures
- relevant Australian Standards (e.g. AS3500)
- effect of main soil types on approach to excavation work and installation of irrigation components.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- analyse contract conditions
- develop strategies
- schedule projects
- determine resources
- identify adverse environmental impacts of irrigation activities and appropriate remedial/preventative action
- follow relevant enterprise OHS and environmental procedures.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied? Develop project schedules and disseminating information on on-site processes.

2. How can **information be collected, analysed and organised** (2)?
   Reading and interpreting plans and determining resources.

3. How are **activities planned and organised** (2)?
   Sequencing installation and construction processes.

4. How can **team work** (2) be applied?
   Co-ordinating activities with installation and construction teams.

5. How can the use of **mathematical ideas and techniques** (2) be applied?
   Developing schedules and estimating resource requirements.

6. How can **problem-solving skills** (2) be applied?
   Analysing project plans, developing schedules and analysing resource requirements.
7. How can the use of technology (2) be applied? Using relevant project scheduling and resource management technology.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE5525A Manage trial and/or research material

This competency standard covers the process of managing a trial and/or research materials as part of a designated research project. It requires the ability to define the purpose of the trial and the scope and extent of the work, oversee management of trial/research materials, collate data, and complete reports. Managing trial and/or research materials requires knowledge of scheduling and programming work within timelines, data collection and reporting, research procedures and best practice techniques, and enterprise work team management guidelines. It will also require specialist knowledge related to the area of research.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify scope and extent of work</td>
</tr>
<tr>
<td>1.1</td>
<td>Trial/research hypothesis and parameters are identified according to researchers requirements.</td>
</tr>
<tr>
<td>1.2</td>
<td>Trial/research is planned to meet research objectives.</td>
</tr>
<tr>
<td>1.3</td>
<td>Data relevant to managing trial/research materials is assessed according to research parameters.</td>
</tr>
<tr>
<td>1.4</td>
<td>Data relevant to managing trial/research materials is assessed according to enterprise policy.</td>
</tr>
<tr>
<td>1.5</td>
<td>OHS hazards associated with managing trial/research materials are identified, risks assessed, and controls developed according to enterprise guidelines, costed and documented in the survey design.</td>
</tr>
<tr>
<td>1.6</td>
<td>Tools, equipment and machinery required for managing trial/research materials are identified, costed, and availability confirmed with suppliers, contractors and appropriate personnel.</td>
</tr>
<tr>
<td>1.7</td>
<td>Research design is determined according to the trial/research plan.</td>
</tr>
<tr>
<td>2</td>
<td>Oversee management of trial/research materials</td>
</tr>
<tr>
<td>2.1</td>
<td>Trial/research is prepared, maintained and monitored according to project parameters.</td>
</tr>
<tr>
<td>2.2</td>
<td>Field work is conducted to verify and collect data according to the trial/research design and research parameters.</td>
</tr>
<tr>
<td>2.3</td>
<td>Work activities are monitored for accuracy, validity and compliance to the parameters of the trial/research design.</td>
</tr>
<tr>
<td>2.4</td>
<td>Staged data collection is undertaken according to trial/research design, scheduling and access requirements.</td>
</tr>
</tbody>
</table>
2.5 Monitoring and data is recorded faithfully, promptly and accurately according to the specifications of the trial/research design.

<table>
<thead>
<tr>
<th>3</th>
<th>Prepare reports on work completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Collected data is recorded according to trial/research requirements and guidelines</td>
</tr>
<tr>
<td>3.2</td>
<td>Data is statistically analysed to determine significance of research results.</td>
</tr>
<tr>
<td>3.3</td>
<td>Hypothesis is accepted or rejected based on data collected.</td>
</tr>
<tr>
<td>3.4</td>
<td>Reports are produced which conform to the structure and content required by the researcher.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What **objectives** may be specified for the trial/research project?

- Research objectives may relate to the full range of research questions investigated by agricultural and horticultural researchers. More common areas will include monitoring and assessing the performance or characteristics of plants or animals, although work may also involve allied areas such as soil, chemical and irrigation research.

What **constraints** may affect the survey?

- Constraints may be financial, time, scheduling, labour availability, seasonal, and government legislation and regulations.

What **ethical issues** should be considered in the conduct of the research?

- Ethical issues may include those relating to animal welfare, ethical practice in informing other parties of the research in process, or be concerned with intellectual property.

Who may be referred to as a **client**?

- Clients may include the enterprises management or a private individual, company, community group, government agency, or a combination of these entities.
<table>
<thead>
<tr>
<th>What <strong>data</strong> may be assessed?</th>
<th>• Data may include written or oral records, existing studies, and local and State government policy. Data may also relate to human intervention (such as clearance, cultivation, grazing, settlements, revegetation), landscape degradation (such as salinity, accelerated wind and water erosion, edge die-back, species depletion), pest plant populations, pest animal activity, and animal and plant production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What processes for <strong>data collection</strong> may be relevant?</td>
<td>• Processes may include the employment of staged visual assessments and checklists, photo points, aerial photography, plant/animal sampling, transect plant or associated animal counts, surveys and questionnaires, and examination of aerial or other existing photographs.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> may be associated with conducting a biological survey?</td>
<td>• Hazards may include solar radiation, air-, soil- and water-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, slippery and uneven surfaces, and moving vehicles.</td>
</tr>
<tr>
<td>What <strong>controls</strong> may be introduced to minimise the risk of <strong>OHS hazards</strong>?</td>
<td>• Controls should be introduced according to enterprise OHS policies and procedures and may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid available on site; personal hygiene, and reporting problems to managers.</td>
</tr>
<tr>
<td>What <strong>tools, equipment and machinery</strong> may be required to conduct a biological survey?</td>
<td>• Tools, equipment and machinery may include computers and appropriate software, photographic equipment, potentiometer, tape measure, flagging tape, site or district maps, compass, recording implements, survey point markers and drivers, Global Positioning System (GPS), specimen bags, secateurs, leaf tissue collection equipment, field testing reagents and tools, and binoculars.</td>
</tr>
</tbody>
</table>
For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing trial/research materials requires evidence that a person is able to identify, manage and monitor materials for a research project, and collect appropriate data requirements to research project requirements.

The skills and knowledge required to manage trial/research materials must be transferable to a different work environment. For example, this could include different research projects and objectives, biological components, data collection methods and reporting requirements.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- scheduling and programming work within timelines
- ecological principles and terminology
- data collection and reporting, research procedures and best practice techniques
- enterprise work team management guidelines
- data analysis techniques
- research planning and design
- research methodologies.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- communicate and negotiate orally and in writing with the researcher, enterprise staff, managers and consultants
- identify scope and extent of work
- calculate the cost requirements of managing trial/research materials
- produce written reports
- oversee management of trial/research materials
- comply with legislative requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Oral and written communication with the researcher, enterprise staff, senior management, consultants, or industry contacts will be required.

2. How can information be collected, analysed and organised (3)?
   Information will be collected and collated according to research project guidelines.

3. How are activities planned and organised (3)?
   The project design should reflect the activities required to effectively manage materials and accurately obtain objective data.

4. How can team work (3) be applied?
   Other members of a team will assist in managing materials.

5. How can the use of mathematical ideas and techniques (3) be applied?
   Mathematical concepts will be required to measure quantities, distances and times, calculate areas, resources, costs, and prepare reports.

6. How can problem-solving skills (3) be applied?
   System breakdowns and failures will require problem-solving skills.
7. How can the use of technology (3) be applied? Technology will be required to record, store and communicate ideas and information consistently, reliably and accurately. It will also be used to research relevant information, collect and process data to produce the report.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE5603A Design irrigation, drainage and water treatment systems

This competency standard covers the process of identifying design requirements, determining specifications for suitable pumping and power systems, designing distribution, drainage, storage and treatment systems, and determining capital and operating expense budgets for the system designed. It requires the ability to collect and analyse information, identify design requirements, develop specifications, compare costings, develop budgets and document outcomes. Designing irrigation, drainage and water treatment systems requires knowledge of design processes, developments in related technology, automatic control and monitoring systems, waste management and environmental issues, budgeting, contractual development and obligations, and environmental protection agency regulations.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine design requirements</td>
</tr>
<tr>
<td>1.1</td>
<td>Water is predicted to be available in sufficient quantity and quality for the particular crop or situation at the time it is needed by the enterprise.</td>
</tr>
<tr>
<td>1.2</td>
<td>Water transfer, recharge, <strong>reuse</strong> and harvesting systems are designed to conserve natural resources.</td>
</tr>
<tr>
<td>1.3</td>
<td>The process of collecting or storing water does not degrade the water quality for the enterprise or the environment.</td>
</tr>
<tr>
<td>1.4</td>
<td>Construction specifications define the work required to make suitable water available to the enterprise in accordance with environmental and <strong>OHS requirements</strong>.</td>
</tr>
<tr>
<td>1.5</td>
<td>Environmentally sensitive areas are identified and protected according to local, State and National legislation.</td>
</tr>
<tr>
<td>1.6</td>
<td>Design calculations and decisions are documented to enterprise requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Define pumping and power systems</td>
</tr>
<tr>
<td>2.1</td>
<td>Pumps are selected to deliver water efficiently when needed, from the water storage at the flow and pressure required to operate the distribution system to the design specifications.</td>
</tr>
<tr>
<td>2.2</td>
<td>The pump motor combinations are efficient and the pumps are reliable, functional, serviceable and flexible for the intended application.</td>
</tr>
<tr>
<td>2.3</td>
<td>Energy requirements are determined, and layout of electricity lines are determined and checked with local authority.</td>
</tr>
</tbody>
</table>
2.4 The relationship between capital and operational costs are optimised including a comparison of energy sources.

2.5 Structures, valves and accessories are selected and integrated into a functional system that can be monitored and maintained according to enterprise guidelines.

2.6 Performance indicators, design calculations and decisions are documented according to enterprise guidelines.

2.7 Construction specifications define work required to make suitable pumping and power system available to enterprise.

2.8 Power supply design specification is checked with power authorities.

3 Design an irrigation distribution system

3.1 Detailed topographic survey is conducted or an accurate map is obtained showing extent of irrigation, planting layout, physical constraints and contours with suitable interval.

3.2 Detailed soil survey is conducted at suitable intervals and mapped to show variation in readily available water.

3.3 Water budgets are determined having regard to the evapotranspiration state of the crop/plants, soil moisture characteristics and cultural practices.

3.4 Distribution systems are evaluated and designed with respect to a range of key variables.

3.5 Pipes, valves and fittings are sized according to design system specifications so that capital cost is balanced against operation costs over the anticipated system life.

3.6 Flows, water levels and pressures are calculated and documented to be within the acceptable tolerances for optimum performance.

3.7 Flows, water levels and pressures are achievable by the pumps operating at optimum efficiency and according to enterprise standards.

3.8 Mechanisms for controlling and adjusting pressure are included, and isolation valves direct water to areas with different irrigation schedules.

3.9 Channel systems and attendant structures are designed according to industry recommendations, and channel flow velocities are calculated according to enterprise standards.
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10</td>
<td>Soil types have been compared for erodeability and suitable fill has been selected for construction according to enterprise standards.</td>
<td></td>
</tr>
<tr>
<td>3.11</td>
<td>Construction plans and specifications define work required to achieve the required standards of uniformity and efficiency of water application according to industry standards.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Design a drainage, storage and treatment system</td>
<td>4.1 Regional geology and geography is investigated to predict sustainability of irrigation and storage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Site investigations to assess depth of clay, depth of ground water, soil and water salinity, and structural or chemical impediments are used to determine the most cost effective storage system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Predictions of leaching fractions and salt movements are documented, and soil amelioration and drainage management plans are developed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 The need for leachate interception and dewatering system is determined, and if required, construction specification prepared for interception and collection, water treatment, disposal, and reuse or recycle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Drains and structures are capable of carrying the design water volumes and intensities according to enterprise standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Damage from water logging is minimised according to enterprise standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7 Hydrological calculations predict volumes and rates of surface run-off according to enterprise standards.</td>
</tr>
<tr>
<td>5</td>
<td>Determine capital expense budget</td>
<td>5.1 Design calculations and decisions are documented and relevant information is communicated clearly through plans, specifications and manuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Design output is checked by a competent designer against enterprise objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Materials requirements are determined and documented from plans and specifications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Labour requirements are estimated, based upon documented work schedule with reasonable allowance for variances in work schedules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Costing attributed to each component is based upon quoted information from suppliers, or sound analysis of individual elements.</td>
</tr>
<tr>
<td>6</td>
<td>Determine operating expense budget</td>
<td>6.1 Operating expense budget indicates all expenses applicable to the completed irrigation system.</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>reuse systems</strong> might be designed?</td>
<td>• These may include disinfection and filtering equipment.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> may be relevant to this standard?</td>
<td>• Consideration should be given at the design stage to the health and safety of workers who will be involved in activities associated with irrigation installation in respect to machinery, equipment operation and chemical use.</td>
</tr>
<tr>
<td>Why might power supply <strong>design specification</strong> be checked with power authorities?</td>
<td>• This may require compliance with the standard specification legislation and regulations of the relevant State or Territory water and power authorities.</td>
</tr>
<tr>
<td>What <strong>irrigation distribution systems</strong> might be relevant to this standard?</td>
<td>• Micro-irrigation systems may include drip, mains pressure, low pressure, below surface, above surface, emitter trickle, t-tape, and mini-sprinklers, capillary, ebb and flow, and flood systems.</td>
</tr>
<tr>
<td></td>
<td>• Spray irrigation systems may include travelling irrigators (soft hose, hard hose boom type) centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.</td>
</tr>
<tr>
<td></td>
<td>• Surface irrigation systems may include border check, contour irrigation, furrow irrigation, hillside flooding, and basin irrigation. Border check systems may be either permanent or temporary earth, plastic or concrete devices for insertion in a drain for reticulating water, contour banks used to collect and distribute water along the perimeter of an irrigation plot, contour banks within a plot to collect/distribute water, or larger scale systems to stop water exiting one area to another.</td>
</tr>
<tr>
<td></td>
<td>• Systems may range from manual operation and monitoring to fully automated with computer control and monitoring.</td>
</tr>
</tbody>
</table>
Distribution systems are evaluated and designed with respect to which key variables?

- These may include the ability to target like soils and crops, efficiency of water use in various crop/weather situations, wind breaks to support irrigation where appropriate, uniformity of distribution, and use of specialist irrigation consultants.

What standards of uniformity and efficiency will apply to water application?

- This will vary from system to system.

How might budget expenses be documented?

- This may vary according to budget, environmental constraints, owner preferences and quoting procedures.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in designing irrigation, drainage and water treatment systems requires evidence that a person can identify design requirements, determine specifications for suitable pumping and power systems, design distribution, drainage, storage and treatment systems, and determine capital and operating expense budgets for the system designed.

The skills and knowledge required to design irrigation, drainage and water treatment systems must be transferable to a different work environment. For example, if a system is designed for particular plants/crops and soil type using a fully computerised spray irrigation and chemical water treatment systems, it should be evident that a system could be designed for different plants/crops in different soil using manually operated surface irrigation, and natural drainage and treatment systems.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- design processes
- developments in irrigation technology
- drainage and storage development technology
- latest treatment technology
- automatic control and monitoring systems
- waste management and environmental issues
- budgeting, contractual development and obligations
- environmental protection agency regulations
- environmental impacts of irrigation, drainage and water treatment using water from any ground or underground source
- cost/benefit analysis
- enterprise policies and procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- collect and analyse information
- identify adverse environmental impacts of irrigation, drainage and water treatment activities and appropriate remedial action
- identify design requirements
- develop specifications
- compare costings
- develop budgets
- document outcomes
- develop and implement relevant enterprise OHS and environmental procedures.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Checking power supply design specifications with power authorities.

2. How can information be collected, analysed and organised (3)?
   Identifying environmentally sensitive areas.

3. How are activities planned and organised (3)?
   Developing construction plans and specifications.

4. How can team work (3) be applied?
   Obtaining detailed topographic information.

5. How can the use of mathematical ideas and techniques (3) be applied?
   Calculating design specifications, costings and budgets.

6. How can problem-solving skills (3) be applied?
   Determining water use and availability and breakdowns with systems components.

7. How can the use of technology (3) be applied?
   Designing computerised irrigation systems and documenting decisions.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE5606A Manage water systems

This competency standard covers the process of strategically managing an integrated system involving relationships between irrigation, drainage and environmental systems. This includes determining the feasibility of using or up-grading an irrigation system, installing or modifying the system as necessary, managing water systems, and evaluating irrigation system outputs. Managing irrigation systems requires knowledge of plant requirements, water quality, environmental impacts of irrigation, using water from any ground or underground source, cost/benefit analysis, and enterprise policies and procedures.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Determine the feasibility of using or up-grading irrigation system | 1.1 **Water resources** and drainage implications are assessed to determine suitability for irrigation.  
1.2 Water quality and treatment requirements are determined.  
1.3 Water requirements and most suitable application systems are determined for each crop/plant type and area, and for each soil type.  
1.4 Other water requirements, such as climate control, are determined.  
1.5 Soil types are assessed to determine suitability for irrigation and the range of crop/plant types that could be grown.  
1.6 Drainage requirements are determined in relation to each soil and crop/plant type and type of irrigation system.  
1.7 Performance data, audit reports, environmental and OHS data for existing systems are assessed if available.  
1.8 Information is obtained from irrigation specialists on all relevant aspects of irrigation design.  
1.9 Available irrigation system types and components are assessed and costed, and a decision is made on the particular system to be used or upgrades to existing system. |
| 2 Install or modify an irrigation and drainage system as necessary | 2.1 Materials and equipment making up the system are determined and acquired.  
2.2 Irrigation system is installed using advice, as necessary, from irrigation specialists. |
### 2.3 Checking of irrigation and drainage systems are supervised to ensure there are no leaks or blockages, that the water is being evenly distributed, that drainage is effective, and the system is in good working order.

### 3 Evaluate irrigation system performance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Plant growth/yield increases from irrigation are determined and valued</td>
</tr>
<tr>
<td>3.2</td>
<td>Costs of irrigation are calculated</td>
</tr>
<tr>
<td>3.3</td>
<td>Cost benefit of irrigation is determined and compared with alternative systems/approaches</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What factors might be taken into account in assessing water resources?</th>
<th>• Factors may include water quantity and quality, availability throughout year, and long-term impact on water resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What OHS requirements may be relevant to this standard?</td>
<td>• OHS requirements may include safe systems and procedures for handling, transporting and storing hazardous substances; selection, use and maintenance of personal protective clothing and equipment; protection against chemical residues including that in/on foliage, water, soil and other items; and safe systems and procedures for outdoor work, including protection from solar radiation, dust and noise.</td>
</tr>
<tr>
<td>What irrigation system types might be assessed?</td>
<td>• These may include flood, furrow, micro-sprinklers, pop-ups, impact sprinklers, low-level lines, overhead sprinklers, drippers and micro-jets.</td>
</tr>
<tr>
<td>What factors might be considered in costing irrigation system types?</td>
<td>• Factors may include capital costs, operating costs, availability of labour to meet the increased labour demand, and long-term impacts on soils and on water resources.</td>
</tr>
<tr>
<td>What irrigated systems are relevant to this standard?</td>
<td>• Irrigated systems may involve water harvesting, delivery, drainage collection, drainage storage and treatment as well as natural drainage and treatment systems involving the removal of pollutants through evaporation, and/or clearance by filtration through surface layers.</td>
</tr>
</tbody>
</table>
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing irrigation systems requires evidence that a person can determine the feasibility of using or up-grading an irrigation system, install or modify an irrigation and drainage system as necessary, manage the irrigation and drainage system, and evaluate irrigated production system outputs.

The skills and knowledge required to manage irrigation systems must be transferable to a different work environment. For example, this could include different irrigation systems, enterprise procedures, environments and plant types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- plant requirements
- water quality
- environmental impacts of irrigation, using water from any ground or underground source
- cost/benefit analysis
- enterprise policies and procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- analyse performance and audit data
- calculate costs and benefits
- evaluate irrigation system performance
- strategically manage irrigated production systems
- develop and implement relevant enterprise OHS and environmental procedures.
**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>1. How can <strong>communication of ideas and information (2)</strong> be applied?</th>
<th>Participating in discussions with suppliers, staff, installers and technical experts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How can <strong>information be collected, analysed and organised (3)</strong>?</td>
<td>Analysing and interpreting productivity/increased growth and systems information.</td>
</tr>
<tr>
<td>3. How are <strong>activities planned and organised (3)</strong>?</td>
<td>Organising irrigation system installation.</td>
</tr>
<tr>
<td>4. How can <strong>team work (3)</strong> be applied?</td>
<td>Allocating and co-ordinating activities of staff, technical experts and advisors.</td>
</tr>
<tr>
<td>5. How can the use of <strong>mathematical ideas and techniques (2)</strong> be applied?</td>
<td>Calculating costs and estimating benefits.</td>
</tr>
<tr>
<td>6. How can <strong>problem-solving skills (3)</strong> be applied?</td>
<td>Determining technical, environmental and financial solutions.</td>
</tr>
<tr>
<td>7. How can the use of <strong>technology (2)</strong> be applied?</td>
<td>Assessing alternative irrigation-related technology.</td>
</tr>
</tbody>
</table>
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTE5921A Market products and services

This competency standard covers the functions required to market products and services in an agricultural, horticultural or land management enterprise.

It requires the application of skills and knowledge to plan and implement a marketing strategy, and monitor and improve market performance. It also requires the ability to collect, analyse and present data in the internal and external business environment. In addition, it requires an awareness of industry structures and business trends. The work will be carried out independently within own area of responsibility and within enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Analyse market information | 1.1 Markets for existing or new products or services are identified, researched and analysed for possible entry or development.  
1.2 Past trends and developments are analysed to determine market variability and associated risks.  
1.3 Market environment is continually monitored in a consistent manner to ensure information is current and reliable.  
1.4 The legal, ethical and environmental constraints of the market(s) and their effect on the enterprise are identified.  
1.5 Product mix that suits market requirements/price advantage at the time is adopted |
| 2 Develop a marketing plan | 2.1 Alternative marketing strategies and techniques are assessed and interpreted to identify marketing targets and methods.  
2.2 Marketing strategies are based on reliable data, market environment and substantiated trends.  
2.3 Marketing options incorporate suitable advice from marketing professionals.  
2.4 A measurable cost-effective marketing plan is developed incorporating a reasoned analysis of market research and business plan objectives. |
| 3 Implement marketing activities | 3.1 Planned marketing activities are scheduled within appropriate timeframes.  
3.2 Measurable performance targets are developed and meet business plan objectives.  
3.3 Distribution channels are organised, and product and service information is accurate and readily available to clients. |
3.4 Marketing activities are implemented within budgetary constraints to meet legal, ethical and enterprise requirements.

4 Evaluate marketing performance

4.1 Product, pricing and distribution policies are monitored in relation to market changes, marketing objectives and enterprise requirements.

4.2 Areas of positive performance are identified and corrective action is taken to remedy poor performance areas.

4.3 An objective assessment of the marketing plan and implementation is made by a comparison of valid and reliable data against performance targets.

4.4 Relevant information is documented for continual analysis and effective planning management.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What markets may be researched?

- Markets may include wholesaler, retailers, exporters, local, national and/or international customers, and public and private sector organisations and enterprises.

What legal constraints may be identified?

- This may include compliance with relevant provisions of the Copyright Act and amendments, OHS legislation and regulations, consumer protection, freedom of information, industry codes of conduct, equal opportunity legislation, Trade Practices Act and the Telecommunications Act.

What types of information may be included in a marketing strategy?

- Marketing strategies may include various information with regard to pricing, promotion, product quality, service standards and distribution channels.

What types of marketing techniques may be assessed?

- Techniques may include vertical integration, exporting, targeting seasonal windows, niche marketing, and total quality management systems.
<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What market environment features may be assessed?</td>
<td>- Market environment may include consumer trends, harvesting, handling and marketing methods, export opportunities, trade policies and seasonal influences.</td>
</tr>
<tr>
<td>What marketing options may be relevant to this standard</td>
<td>- Options may include public relations, electronic, word of mouth, seminars, promotional material displays, prospectuses, web-site development, customer information brochures, telephone information lines, on-site only, post and fax.</td>
</tr>
<tr>
<td>What information may be included in a marketing plan?</td>
<td>- This may include marketing objectives, budget, venue and location, agreed price, expected price, break-even price, risk management strategies, timing of sales, cash flow implications, spread sales, quantity and quality of product, and client contact pre-post sales.</td>
</tr>
<tr>
<td>What range of business plan objectives may be identified?</td>
<td>- This may include sales volumes, market shares, turnover of stock and materials, increasing per capita returns, profits and higher dollar returns.</td>
</tr>
<tr>
<td>What types of objective assessment processes may be used?</td>
<td>- This may include a review of existing sales data, cost-benefit analysis, break-even analysis, growth projection and asset valuation.</td>
</tr>
<tr>
<td>What measurable performance targets may be developed?</td>
<td>- This may include price achieved, quantity sold, market demand, quality of product delivered and post-sale feedback.</td>
</tr>
<tr>
<td>What distribution channels may be used?</td>
<td>- This may include sponsorship, direct marketing, point of sale promotions, newspaper, radio, multi-media (Internet) and television industry publications.</td>
</tr>
<tr>
<td>What enterprise requirements may apply to this standard?</td>
<td>- SOP, industry standards, Total Quality Management standards, product labels, manufacturers specifications, MSDS, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use), and reporting requirements.</td>
</tr>
<tr>
<td>What types of market changes may be applicable to this standard?</td>
<td>- This may include consumer trends, harvesting, handling and marketing methods, export opportunities, trade cycles, trade policies, and seasonal conditions.</td>
</tr>
</tbody>
</table>

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in marketing products and services requires evidence of the ability to compare and contrast data from markets and determine suitable strategies. Evidence must be demonstrated in the presentation of information for sales and decision-making purposes.

The skills and knowledge required to market products and services must be **transferable** to a different work environment. For example, analysing industry structures for marketing purposes may also be used in understanding and developing a strategic plan.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
<th>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• price risk management</td>
<td>• price risk management</td>
</tr>
<tr>
<td>• performance evaluation measures</td>
<td>• performance evaluation measures</td>
</tr>
<tr>
<td>• competitors strengths and weaknesses</td>
<td>• competitors strengths and weaknesses</td>
</tr>
<tr>
<td>• business planning process</td>
<td>• business planning process</td>
</tr>
<tr>
<td>• customer relations policies</td>
<td>• customer relations policies</td>
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<tr>
<td>• market conditions and forces</td>
<td>• market conditions and forces</td>
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<tr>
<td>• enterprise goals, objectives and directions</td>
<td>• enterprise goals, objectives and directions</td>
</tr>
<tr>
<td>• markets and market analysis</td>
<td>• markets and market analysis</td>
</tr>
<tr>
<td>• communication and promotion skills</td>
<td>• communication and promotion skills</td>
</tr>
<tr>
<td>• marketing principles and practice</td>
<td>• marketing principles and practice</td>
</tr>
<tr>
<td>• principles of trend analysis.</td>
<td>• principles of trend analysis.</td>
</tr>
</tbody>
</table>
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- analyse with regard to market research and assessments
- manage information
- communicate effectively in writing and verbally
- converse and liaise with industry network, staff and senior management
- write reports for the understanding of staff and management
- assess financial strategies and prepare budgets.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Information about the marketing plan may be explained to other persons involved in the promotional activities.

2. How can information be collected, analysed and organised (3)?
   Information on the results of the marketing plan may be documented and organised by reports for future reference and analysis.

3. How are activities planned and organised (3)?
   Resources and materials necessary to implement the marketing plan may be scheduled to meet timetables and deadlines.

4. How can team work (3) be applied?
   In the application of methods and procedures to carry out the marketing plan in an effective and efficient manner.

5. How can the use of mathematical ideas and techniques (3) be applied?
   Estimation techniques may be necessary to determine returns expected from the marketing plan.
6. How can problem-solving skills (3) be applied?
Problems may arise in the course of the program that may be addressed through adjustments of the resources or timetables.

7. How can the use of technology (3) be applied?
Technology may be used to monitor, record and distribute the marketing plan outcomes.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF2013A Pot-on plants

This competency standard covers the process of production of containerised nursery plants after propagation in production nurseries.

Competency is demonstrated by the application of knowledge and skills to a range of tasks involved in the potting-on process, such as the preparation of growing media, potting-up treatments, and nursery hygiene. The work is carried out within routine methods and procedures under supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare for potting-on operations | 1.1 *Workplace information* is interpreted and clarified according to instructions.  
1.2 *OHS hazards* are identified and reported to the supervisor.  
1.3 *Tools and equipment* for potting-on are selected and used according to enterprise guidelines.  
1.4 Work area is cleaned and disinfected according to company *hygiene practices*.  
1.5 Materials are collected and checked to ensure sufficient quantity and quality for potting-on operations. |
| 2 Prepare growing media | 2.1 Suitable personal protective equipment (PPE) is selected, used and maintained.  
2.2 Media components are measured and mixed according to enterprise guidelines.  
2.3 Growing media is tested to ensure the product complies with media specifications. |
| 3 Pot-on propagated plants | 3.1 Plants are prepared for potting in accordance with enterprise guidelines.  
3.2 Plants are graded during the potting process according to quality specifications.  
3.3 Soil level in pots is adjusted to produce a well-furnished plant according to supervisors instructions.  
3.4 Placement and depth of plants comply with the planting method and plan.  
3.5 Potting operations are carried out according to OHS requirements. |
4 Complete potting-on operations

4.1 Plants are watered in to eliminate air pockets and prevent dehydration.

4.2 Cleaning procedures are performed and hygiene practices followed according to enterprise guidelines.

4.3 Waste is collected and disposed of or recycled to minimise damage to the external environment.

4.4 Records of potting-on operations are maintained in the appropriate format.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What workplace information may be relevant when undertaking potting-on operations?

- Potting-on plan, Nursery Industry Accreditation Scheme, production statistics, Standard Operating Procedures (SOPs), specifications, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.

What OHS hazards may be identified in the work area?

- OHS hazards may include use of hazardous substances, use of potting mix, manual handling, moving equipment, sharp hand tools, and slippery or uneven surfaces.

What tools and equipment may be required for potting-on activities?

- Tools and equipment may include potting machine, secateurs, knives and other cutting instruments, pots and containers, bins, trailers, wheelbarrow, trolley, mechanical trolley, small tractors, shovel, trowel, plant supports, ties and rubbish bins.

What hygiene practices may be relevant to this standard?

- Hygiene practices may include personal hygiene, removing and disposing of all media and organic waste from production surfaces, disinfecting production surfaces, tools and equipment; footbaths, access restrictions and handling practices, which minimise cross contamination.

What personal protective equipment (PPE) may be needed to carry out potting-on activities?

- Personal protective clothing and equipment may include breathing apparatus, gloves, overalls, and boots.
### What media components may be required for the preparation of growing media?
- Media components may include sand, potting mix, gravel, gro-wool, sawdust, pine bark, perlite, vermiculite, foam, peat, amendments, nutrients, ameliorants, ash, rice hulls, sphagnum moss, and commercial mixes.

### What media specifications might be relevant to this standard?
- Media specifications may include pH, drainage, aeration, salinity and nitrate levels, and water repellence.

### What propagated plants may require potting-on procedures?
- Propagated plants may include established plants with developed root systems sown from seed, from cuttings, layering, growing on tissue cultured plants, division or splitting, spores, cloning, and budding or grafting.

### How might plants be prepared for potting-on?
- Preparation steps may include root trimming, thinning and spreading, and shoot trimming.

### What criteria can be used to grade plants during the potting-on process?
- Grading parameters may include size, health and potential.

### What types of pots may be used during the potting-on process?
- Pots may include cells, tubes, standard, squat, planter bags, and root trainers.

### What OHS requirements apply to this standard?
- OHS requirements may include identifying, assessing and reporting risks; working with hazardous substances such as potting mixes and organic matter, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment, safe operation of tools and equipment, correct manual handling, basic first aid; personal hygiene and reporting problems to supervisors.

### What type of waste may be collected?
- Waste may include left over media and components, pots and containers, and organic waste.

### What records may be relevant to this standard?
- Records may include number of plants potted-on, date, problems encountered, and batch number.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in potting-on plants requires evidence that the trainee can prepare plants for potting-on, prepare the potting media, pot-on plants and provide the necessary after care. The skills and knowledge required to pot-on plants must be transferable to a different work environment. For example, a trainee potting-on ornamental plants must be able to pot-on vines in a production nursery after an induction period.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- the uses and application of different types of potting media
- basic plant physiology relevant to potting-on activities
- enterprise plants and their characteristics
- importance of hygiene and quality control when potting-on and handling potting media
- tool care and use
- common problems that may occur with potting-on plants in a controlled environment and their treatment
- methods of disposing of waste to minimise damage to the external environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- read and interpret enterprise work procedures and maintain required records
- measure out media components accurately.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

| 1. How can communication of ideas and information (1) be applied? | Ideas and information relating to plant potting-on activities and problems encountered should be discussed with other members of the work team and the supervisor. |
| 2. How can information be collected, analysed and organised (1)? | Enterprise work procedures, such as a daily production schedule or potting plan, should be consulted, interpreted and applied to co-ordinate potting-on activities with further clarification sought from the supervisor where necessary. |
| 3. How are activities planned and organised (1)? | Materials, tools, equipment and work activities for daily potting up routines may need to be arranged before work periods, and there may be some responsibility for co-ordinating work activities with other members of the work team. |
| 4. How can team work (1) be applied? | Potting-on activities may involve working with other members of a team to complete operations within the daily work routine. |
| 5. How can the use of mathematical ideas and techniques (1) be applied? | Mixing and testing media, measuring volumes, calibration, and counting, and tallying, may all require mathematical application. |
| 6. How can problem-solving skills (1) be applied? | Problems relating to potting-on, tools and equipment, workplace safety and other team members may arise that require corrective action or consultation with the supervisor. |
| 7. How can the use of technology (1) be applied? | Technology may be applied with the use of machines such as potting machines, soil mixing equipment, soil testing equipment and small tractors and trailers. |
Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF2024A Tend nursery plants

This competency standard covers the process of tending containerised nursery plants.
Plant maintenance is likely to be carried out under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency is demonstrated by the application of knowledge and skills to a range of plant maintenance tasks. Maintenance of nursery plants usually follows established enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintain the nursery environment</td>
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<tr>
<td>2</td>
<td>Maintain nursery plants</td>
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</tbody>
</table>
3 Complete nursery plant maintenance operations

3.1 Workplace information is recorded in the appropriate format.

3.2 Waste is collected and disposed of or recycled to minimise damage to the external environment.

3.3 Tools and equipment are cleaned and stored according to enterprise work procedures.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What</th>
<th>OHS hazards may be associated with tending nursery plants?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hazards may include the use of chemicals and hazardous substances, sharp tools, manual handling, solar radiation and operating spray equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>areas may be considered part of the nursery environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The nursery environment may include glasshouses, shade houses and hardening-off areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>plant growth and health requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plant growth requirements may include watering, light levels, fertiliser regime, pruning and shaping, repotting, and staking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>irrigation system may be relevant to this standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Irrigation systems may include ebb and flow, sprinklers, capillary beds, sprayers and drippers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>irrigation system components may require servicing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Irrigation system components may include pumps, lines, pipes, sprinklers, sprinkler heads, solenoids, filters, controllers, sprayers and drippers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>performance parameters should be checked to ensure the effective operation of the irrigation system?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Checks may include identifying dry spots and blockages, water dumping, abnormal water flow, and leaking heads, lines and pipes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>nursery hygiene practices should be considered when tending plants?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hygiene practices may include removing weeds, dead or diseased plant material; washing the work area on transfer of plants; disinfecting tools, equipment and work areas, and using foot baths on entry to different work areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>personal protective equipment (PPE) may be required to tend nursery plants?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal protective equipment may include hat, boots, overalls, gloves, sunscreen lotion, goggles, face mask, respirator, spray jacket or suit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>common problems may be encountered during plant maintenance operations?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common problems may include dehydration, pests, diseases, nutrient deficiencies and deformed plants.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What types of</strong> nursery plants <strong>may be relevant to this standard?</strong></td>
<td>Nursery plants may include containerised, balled and bagged, in-ground, aquatic, stock plants, cuttings and rootlings.</td>
</tr>
<tr>
<td><strong>What tools and equipment are likely to be used for plant maintenance?</strong></td>
<td>Tools and equipment may include secateurs, water spray containers, dibblers, sprayers, plant supports, ties and rubbish bins.</td>
</tr>
<tr>
<td><strong>What treatments are likely to be selected and applied to nursery plants?</strong></td>
<td>Treatments may include pesticides, fungicides, fertiliser, mulching, removing weeds, removing dead material, tip pruning, formative pruning, aeration, staking, tying, spacing and thinning.</td>
</tr>
<tr>
<td><strong>What methods may be used to apply water to nursery plants?</strong></td>
<td>Water may be applied manually or by operating the irrigation system.</td>
</tr>
<tr>
<td><strong>What enterprise work procedures may apply to this standard?</strong></td>
<td>Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, the Nursery Industry Accreditation Scheme, plant care program, enterprise standard operating procedures (SOPs), specifications, production schedules, routine maintenance schedules, work notes, product labels, and Material Safety Data Sheets (MSDSs); Integrated Pest Management (IPM) programs; manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.</td>
</tr>
<tr>
<td><strong>What OHS requirements may be relevant to this standard?</strong></td>
<td>OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection, safe operation of tools and equipment, safe handling, use and storage of chemicals and hazardous substances, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.</td>
</tr>
<tr>
<td><strong>What workplace information is likely to be recorded?</strong></td>
<td>Records may include environmental parameters, date of treatments, type of treatment and rate of treatment.</td>
</tr>
<tr>
<td><strong>What type of waste may be collected?</strong></td>
<td>Waste may include left over treatments, unused containers, plant debris or faulty irrigation components.</td>
</tr>
</tbody>
</table>
What are the implications for the **external environment** when performing this unit?

- Environmental implications may include the contamination of off-site ground water or soils from solids, nursery debris, nutrients or chemicals.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

**Evidence Guide**

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in tending nursery plants requires evidence that a nursery environment can be maintained, daily water requirements can be applied, plants can be treated and workplace information can be recorded.

The skills and knowledge required to tend nursery plants must be **transferable** to a different work environment. For example, if plants can be tended in a glasshouse, it must also be evident that plants can be tended in a shade house or hardening-off area.

**What specific knowledge is needed to achieve the performance criteria**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- environmental requirements of a range of containerised plants growing in a nursery setting
- applied understanding of the importance of hygiene and quality control when tending nursery plants
- common problems that may occur with containerised plants in a controlled environment and their treatment
- Nursery Industry Water Management Best Practice Guidelines, 1997
- principles and operations of a range of irrigation systems used in nurseries
- methods of disposing of waste to minimise damage to the external environment.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- read and interpret enterprise work procedures
- communicate effectively with team members and supervisor
- measure quantities and calculate application rates
- minimise noise, dust and water run-off to prevent nuisance-level environmental disturbance.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   
   Ideas and information relating to plant maintenance activities and problems encountered should be discussed with other members of the work team and the supervisor.

2. How can information be collected, analysed and organised (1)?
   
   Enterprise work procedures, such as a daily watering plan, should be consulted, interpreted and applied to co-ordinate plant maintenance activities with further clarification sought from the supervisor where necessary.

3. How are activities planned and organised (1)?
   
   Materials, tools, equipment and work activities for daily plant maintenance routines may need to be arranged before work periods, and there may be some responsibility for co-ordinating work activities with other members of the work team.

4. How can team work (1) be applied?
   
   Nursery plant maintenance activities may involve working with other members of a team to complete operations within the daily work routine.
5. How can the use of mathematical ideas and techniques (1) be applied?

Calibrating spray equipment and determining quantities and application rates for treatment of nursery plants will require mathematical application.

6. How can problem-solving skills (1) be applied?

Problems relating to maintenance of the nursery environment, the nursery plants, treatments, watering, tools and equipment, workplace safety and other team members may arise during the maintenance of nursery plants.

7. How can the use of technology (1) be applied?

Technology may be applied in the preparation, use and maintenance of horticultural equipment and machinery.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTC2404.A Treat plant pests diseases and disorders
RTC2706.A Apply chemicals under supervision
RTC2016.A Recognise plants

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF2027A Undertake standard climbing techniques

This competency standard covers the techniques used to climb small trees. Climbing is likely to be performed under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency requires the application of knowledge and skills to a range of climbing tasks. Climbing techniques follow established enterprise procedures.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare for climbing operations | 1.1 Climbing instructions and methods are determined according to work procedures.  
1.2 Hazards associated with the climb are identified and reported to the supervisor.  
1.3 Climbing tools and equipment are selected, prepared and used according to supervisors instructions and manufacturers guidelines. |
| 2 Tie knots required for tree climbing operations | 2.1 Ropes specific to the task are selected and inspected for wear, damage and soundness.  
2.2 Industry recognised knots are used in accordance with the required application.  
2.3 All knots are checked on completion in line with established workplace practice. |
| 3 Climb trees in a low hazard work conditions | 3.1 Personal protective (PPE) and safety equipment is selected, maintained and used according to enterprise procedures.  
3.2 Climbing is undertaken using standard industry methods, enterprise procedures and according to OHS requirements. |

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What work procedures are appropriate for this standard?  
- These may include supervisors instructions and orders, communication arrangements, climbing plans and specifications, location and site plans, manufacturers guidelines, work schedules, emergency rescue procedures, enterprise standard operating procedures (SOPs), and OHS procedures.
What **hazards** may be identified in the work area?

- Hazards may include solar radiation, dust, noise, faulty tools and equipment, sharp tools, power lines, tangled ropes, insecure harnesses, poor attachment/anchor point, inadequate or incorrect use of personal protective clothing, and team members inadequately trained for the climbing task and in emergency rescue procedures.

What **tools and equipment** may be used in climbing operations?

- These may include ropes, work position harness, pulleys, cambium/rope saver, ascenders and descenders, throw line and bag, pole belt, wire core flip line, rope lanyard, ladders, carabines.

What **industry recognised knots** may be applicable to this standard?

- Knots may include but are not limited to bowline, bowline on a bight, tautline, prussik, figure 8, clove hitch and half hitch.

What constitutes **low hazard climbing conditions**?

- Low hazard climbing conditions are those situations where trees are NOT prone to branch failure, are healthy, free from decay, disease and pests, and are free from embedded objects such as wire, nails or spikes.

What **PPE and safety equipment** may be used to climb small trees?

- Equipment may include boots, overalls, gloves, helmets, work position harness, chainsaw trousers or chaps, sun hats and sunscreen lotion.

What **standard industry methods** are used when climbing?

- Standard industry methods may include setting a ladder, body thrust and footlock, and climbing spike.

What **enterprise OHS requirements** may be relevant to this standard?

- OHS requirements may include safe operation and maintenance of machinery and equipment, safe systems for working at heights in trees, safe procedures for working outdoors, appropriate use of personal protective clothing and equipment, correct manual handling techniques, procedures for calling emergency services and identifying and reporting problems to the supervisor.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in climbing small trees requires evidence that a person can prepare tools and equipment for climbing operations, tie knots required for tree climbing according to industry standards, and climb small trees in low hazard environments.

The skills and knowledge required to climb small trees must be transferable to a different work environment. For example, a person should be able to climb a range of tree species, and use a variety of climbing methods.

| What specific knowledge is needed to achieve the performance criteria? |
| Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: |
| • basic climbing principles and preparation procedures |
| • basic climbing techniques and planning |
| • safe working limit of ropes |
| • safe work practices relevant to tree climbing activities. |

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

• participate and contribute to team objectives
• follow guidelines, instructions and supervision
• interpret supervisors directions and communicate with fellow team members
• estimate and calculate tree heights and loads
• minimise noise, dust, and high activity vehicle traffic to prevent nuisance-level environmental disturbance.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. **How can communication of ideas and information (1) be applied?**
   Information about specific tasks associated with the job such as climbing techniques, communication arrangements, work completion and hazards encountered, may be communicated to work colleagues and the supervisor.

2. **How can information be collected, analysed and organised (1)?**
   Ideas and information about climbing strategy, methods and safety requirements should be discussed and analysed with the supervisor and work team members.

3. **How are activities planned and organised (1)?**
   All tools, equipment and materials used for climbing small trees should be selected and prepared before climbing work begins.

4. **How can team work (1) be applied?**
   Climbing small trees may involve working with other members of a team to safely complete the climbing program.

5. **How can the use of mathematical ideas and techniques (1) be applied?**
   Mathematical techniques may be applied when calculating heights of trees and safe working loads.

6. **How can problem-solving skills (1) be applied?**
   Problems relating to climbing techniques and methods, workplace safety including working above ground level, tools and equipment, inclement weather and interruption in climbing activities may require problem solving.

7. **How can the use of technology (1) be applied?**
   Technology such as arboriculture equipment and machinery may be used to climb small trees safely.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTF2009.A *Perform above ground pruning*

RTF2001.A *Apply a range of treatments to trees*
There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF2311A Undertake stump removal

This competency standard covers the work undertaken to remove tree stumps from the ground with the aid of motorised stump grinders.

Stump removal is likely to be under routine supervision with intermittent checking.
Competency requires the application of knowledge and skills to a range of stump removal tasks. The work is usually within established industry guidelines and conforms to strict OHS procedures

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for stump removal operations</td>
<td>1.1 Workplace information regarding the removal of stumps is collected and interpreted.</td>
</tr>
<tr>
<td>1.2 All underground services are located according to supply authorities guidelines.</td>
<td></td>
</tr>
<tr>
<td>1.3 Tools and equipment are selected according to supervisors instructions and manufacturers guidelines.</td>
<td></td>
</tr>
<tr>
<td>1.4 OHS hazards are identified, risks assessed and reported to the supervisor.</td>
<td></td>
</tr>
<tr>
<td>1.5 Suitable personal protective equipment (PPE) is selected, used and maintained.</td>
<td></td>
</tr>
<tr>
<td>2 Undertake removal operations</td>
<td>2.1 Pre-operational and safety checks are carried out on stump removing tools and equipment, according to enterprise guidelines.</td>
</tr>
<tr>
<td>2.2 Tools and equipment appropriate to the task being undertaken are used according to OHS requirements.</td>
<td></td>
</tr>
<tr>
<td>2.3 Stump is removed to agreed depth and spread without damage to underground services and surrounding areas.</td>
<td></td>
</tr>
<tr>
<td>2.4 Stump hole is back-filled and consolidated to original ground level according to enterprise policy.</td>
<td></td>
</tr>
<tr>
<td>3 Complete stump removal operations</td>
<td>3.1 Waste material is collected and disposed of and/or recycled in a manner that causes minimal damage to the environment.</td>
</tr>
<tr>
<td>3.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and enterprise guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What workplace information may be relevant to stump removal operations?</th>
<th>Standard Operating Procedures (SOP), work notes, manufacturers instructions, site and location plans, removal plans and specifications, waste disposal, recycling and re-use guidelines, or verbal directions from manager, supervisor, or senior operator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What services may need to be located?</td>
<td>Services may include power (electricity), water supply, irrigation, stormwater, drainage, gas and telecommunications.</td>
</tr>
<tr>
<td>What tools and equipment may be used to undertake stump removal?</td>
<td>Tools and equipment may include axe, spade, shovel, crowbar, hand or powered winches, hand tools, stump grinding machine, chainsaw, and safety signs and/or barriers.</td>
</tr>
<tr>
<td>What OHS hazards may apply to stump removal operations?</td>
<td>OHS hazards may include, flying debris, use of sharp tools and equipment, moving machinery parts, manual handling, noise, disturbance of underground services, holes, uneven surfaces, and faulty tools and equipment.</td>
</tr>
<tr>
<td>What PPE may be needed to remove stumps?</td>
<td>PPE may include boots, overalls, gloves, hard hats, hearing protection, and face shields.</td>
</tr>
<tr>
<td>What OHS requirements may be relevant to this standard?</td>
<td>Procedures may include appropriate use of personal protective clothing and equipment, safe operation of machinery and equipment, correct manual handling techniques, recognising and reporting problems to the supervisor, erection of safety signs and barriers, and maintenance and storage of tools and equipment.</td>
</tr>
<tr>
<td>What tasks may be undertaken to maintain a clean and safe work area?</td>
<td>Tasks may include cleaning away (storing or stacking neatly) equipment, disabling machinery after use, and clearing and disposing of plant and equipment debris.</td>
</tr>
</tbody>
</table>
What records may apply to this standard?

- Workplace records may include date stump removal carried out, time spent on operation, and problems arising.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in undertaking stump removal requires evidence that a person working in a horticultural environment is aware of the procedures and methods that are used to undertake stump removal, and is confident in applying these procedures. Skills and knowledge relating to the task, such as operating powered machinery and hand tools, interpreting site and service plans, identifying and minimising hazards, and maintaining clean and safe work areas is also required when undertaking stump removal.

The skills and knowledge required to undertake stump removal must be transferable to a different work environment. For example, this could include different situations, tree species and degrees of site access.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- manufacturer guidelines for operating stump grinding machinery
- environmental implications of removal activities including run off, drainage, salinity and soil erosion, and soil disturbance
- removal practices associated with different soil types
- the effect of adverse outdoor climatic conditions (e.g. rain, hail, or wind), which may prevent or impede removal operations.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare for stump removal operations
- undertake removal operations
- complete stump removal operations.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Information about specific tasks associated with the job, such as work completion and hazards encountered, may be communicated to work colleagues and the supervisor.

2. How can information be collected, analysed and organised (1)?
   Information such as removal techniques, site and service plans, and appropriate tools and equipment should be discussed with the supervisor and work team members.

3. How are activities planned and organised (1)?
   Pre-operational checks and organisation of all tools, equipment and materials should be arranged before removal begins. Work schedules, location of services, site plans and personnel involved should also be arranged before removal activities begin.

4. How can team work (1) be applied?
   Undertaking stump removal may involve working with other members of a team to complete the removal program.

5. How can the use of mathematical ideas and techniques (1) be applied?
   Mathematical techniques may be applied when calculating plan dimensions, and depth and volume of removal holes.

6. How can problem-solving skills (1) be applied?
   Problems relating to removal techniques, processes, the removal area, tools and equipment, workplace safety, other team members, environmental issues and interruption of removal program may require problem-solving.

7. How can the use of technology (1) be applied?
   Technology such as horticultural hand tools and equipment including stump grinders may be used in removal operations.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF3014A Implement a propagation plan

This competency standard covers the process of plant propagation by both sexual and asexual methods. Competency involves the application of knowledge and skills to a range of propagation tasks, such as the selection of suitable propagation material, selection and preparation of propagation media, and the application of preparatory treatments. The work is carried out within routine methods and procedures under limited supervision, with checking only related to overall progress. Some discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for propagation activities</td>
<td>1.1 <strong>Workplace information</strong> is interpreted and tasks organised to achieve daily work routine within time constraints.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Tools, equipment and machinery</strong> are selected according to propagation method and enterprise work procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 Growing environment is <strong>prepared</strong> to suit species and propagation method.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Hygiene practices</strong> are implemented according to enterprise guidelines.</td>
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<tr>
<td></td>
<td>1.5 <strong>OHS hazards</strong> are identified, risks assessed, controls implemented and reported to the supervisor.</td>
</tr>
<tr>
<td>2 Select propagation material</td>
<td>2.1 Parent plant is identified and selected according to health, vigour and desired characteristics.</td>
</tr>
<tr>
<td></td>
<td>2.2 Propagation material is selected and collected according to the propagation method, and species.</td>
</tr>
<tr>
<td></td>
<td>2.3 <strong>Conditioning and storage requirements</strong> are selected to ensure maximum viability of propagating material.</td>
</tr>
<tr>
<td>3 Prepare propagating media</td>
<td>3.1 Media components are selected according to manufacturer directions, enterprise guidelines, propagation method and plant needs.</td>
</tr>
<tr>
<td></td>
<td>3.2 Propagation media is tested to ensure the product complies with <strong>media specifications</strong>.</td>
</tr>
<tr>
<td></td>
<td>3.3 Media and components are handled according to <strong>OHS requirements</strong>.</td>
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<tr>
<td></td>
<td>3.4 <strong>Storage requirements</strong> for the unused propagation media are selected.</td>
</tr>
<tr>
<td></td>
<td>Propagate plants</td>
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<td></td>
<td>Complete propagation operations</td>
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</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What **propagation activities** may be relevant to this standard?

- Propagation may include sexual and asexual methods of propagation including tissue culture.

What **enterprise work procedures** may apply to this standard?

- Work procedures will be based on sound horticultural principles and practices and may include supervisor’s oral or written instructions, propagation program, enterprise standard operating procedures (SOPs), specifications, production schedules, routine maintenance schedules, work notes, product labels, and Material Safety Data Sheets (MSDSs); Integrated Pest Management (IPM) programs; manufacturers’ service specifications and operator’s manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
<table>
<thead>
<tr>
<th>What <strong>tools and equipment</strong> may be required for conducting propagation activities?</th>
<th>• Tools and equipment may include secateurs, knives and other cutting instruments, sharpening stone, linear measure, grafting machine, plastic containers and trays, scalpel, laminar flow cabinet, autoclave, alcohol, vermiculite boxes, wheelbarrow, trolley, mechanical trolley, shovel, water spray container, dibblers and rubbish bins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How might the growing environment be <strong>prepared</strong>?</td>
<td>• Preparation may include setting temperatures controls, setting wind machines, and setting humidity levels.</td>
</tr>
<tr>
<td>What <strong>hygiene practices</strong> may be applied to this standard?</td>
<td>• Hygiene practices may include storing different types of media separately to avoid cross contamination, cleaning and disinfecting work areas, tools and equipment between batches, access restrictions, and footbaths.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> might apply to this standard?</td>
<td>• OHS hazards may include using hazardous substances, using sharp tools and equipment, slippery uneven surfaces, and manual handling.</td>
</tr>
<tr>
<td>What sort of <strong>propagation material</strong> might apply to this standard?</td>
<td>• Propagation material may include seeds, cuttings, spores, rootstock, scion, rootlings, buds, separations/divisions, tissue cultures, rhizomes, and pantalets.</td>
</tr>
<tr>
<td>What <strong>conditioning and storage requirements</strong> may apply to propagation materials?</td>
<td>• Conditioning and storage requirements for propagation materials may include bundling, packing and labelling, and controlling environmental parameters such as moisture, air, humidity and temperature.</td>
</tr>
<tr>
<td>What <strong>propagating media</strong> may be used?</td>
<td>• Propagating media may include sand, potting mix, agar, gravel, scoria, rock wool, gro-wool, sawdust, pine bark, perlite, vermiculite, and water (hydroponics).</td>
</tr>
<tr>
<td>What <strong>media specifications</strong> may be required for propagation media?</td>
<td>• Tests may include pH, drainage, aeration, salinity nitrate levels, water repellence, hormone levels and types, nutrient levels, and sterility.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> may apply to the handling of propagation media and components?</td>
<td>• OHS legislation in each state details steps that need to be followed when dealing with hazardous substances. Steps may apply to labelling, MSDSs, equipment used for handling pot media, composts and other organic material; potting areas, and appropriate safety equipment.</td>
</tr>
</tbody>
</table>
What **storage procedures** might apply to propagation media and components?

- Media should be stored in facilities that prevent infestation by root rot organisms, on surfaces and in areas that exclude run-off water and contamination by soil and other contaminated materials; in bins, trailers and trolleys.

What **preparatory treatments** could be used before commencing propagation activities?

- Preparing propagation material may include applying hormones, fungicides, soaking buds, hot water treatment of cuttings, disbudding, hydration, grading, cold/moist stratification, rehydration, heat or chemical disinfestation, breaking seed coat, cleaning, division and sterilisation.

What **propagation techniques** may be relevant to this standard?

- Propagation techniques may include seed, cuttings, layering, growing on tissue cultured plants, division or splitting, budding, grafting, spores and cloning.

What **after care** might be required?

- After care may include application of preventative fungicides, fertilisers, water and nutrients.

What **waste** may be relevant to this standard?

- Waste may include pots, discarded propagation material, media waste and chemicals. Waste may be recyclable, re-useable, returnable, or require garbage or toxic handling procedures.

What **records** may need to be maintained in regard to propagation activities?

- Records may include number of plants propagated, source material used, variety, clone, batch number, and treatments applied.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in propagating plants requires evidence that appropriate propagation material can be selected, growing media and growing site can be prepared, and an appropriate propagation method can be implemented.

The skills and knowledge required to propagate plants must be **transferable** to a different work environment. For example, this could include different plant species, propagation methods and enterprise requirements.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- quality specifications for parent plants and propagation materials
- enterprise and industry hygiene standards required for propagation activities
- common problems that may occur while performing propagation activities in a controlled environment, and preventative/corrective action that may apply
- propagation techniques required for a range of plants
- aftercare requirements for a range of propagated plants
- testing methods applied to propagation media
- preferred types of propagation media for different species.

To achieve the performance criteria, some complementary skills are required. These skills are:

- liaising with other work areas and customers
- identifying and assessing hazards in the work area
- recognising and rectifying problems and anomalies with parent plants, propagation material, propagation media, equipment and materials
- propagation techniques for a range of plants
- preparing, mixing and using chemicals as required
- interpreting specifications and industry codes of practice.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

   Ideas and information relating to work issues, tasks and problems may be discussed with suppliers, end users and members of the work team. This could include giving instructions for propagation support or discussing appropriate treatments, for example, with suppliers or customers.

2. How can information be collected, analysed and organised (1)?

   Information relating to propagation schedules and plant requirements may be accessed from management and interpreted so that daily work actions and outcomes can be organised within required time constraints. Problems and anomalies with daily work routines should be recognised and corrected or reported.

3. How are activities planned and organised (1)?

   Production plans and daily work instructions may need to be reviewed before and between work periods in order to confirm availability of appropriate equipment, planting materials and propagation media. Work teams may need to be organised and tasks allocated in order to achieve production target.

4. How can team work (1) be applied?

   Meeting production requirements may require the co-ordination of team activities.

5. How can the use of mathematical ideas and techniques (1) be applied?

   Mathematical concepts may need to be used to calibrate spray equipment; and calculate production statistics and quantities of treatment to apply.

6. How can problem-solving skills (1) be applied?

   Problems may arise regarding poor germination or strike rate, for example, which should be recognised and resolved either by implementing preventative/corrective action or reporting to management.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. How can the use of technology (1) be applied?</td>
<td>The testing of propagation media and monitoring of the propagation environment may require the use of measuring equipment such as pH probes. Data bases may be used to communicate and keep records.</td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF3021A Maintain nursery plants

This competency standard covers the process of monitoring and maintaining plants in a wholesale or production nursery.

Plant maintenance work is likely to be undertaken with limited supervision from others, with checking only related to overall progress. The work involves the application of horticultural knowledge and skills to areas such as monitoring environmental parameters, and monitoring and maintaining nursery plants. Plant maintenance is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Monitor and maintain the nursery environment | 1.1 Environmental parameters are monitored against the needs of the plants and enterprise guidelines.  
1.2 Environmental parameters are altered, as required, to meet the needs of nursery plants and market requirements. |
| 2 Determine daily water requirements | 2.1 Water requirements are determined according to the needs of the plant and environmental parameters.  
2.2 Water is applied according to the needs of the crop.  
2.3 Water requirements of the plant are monitored according to enterprise guidelines. |
| 3 Promote plant growth by intervention | 3.1 Potting media is tested to ensure quality specifications are met.  
3.2 Health of the plant is monitored according to enterprise guidelines.  
3.3 Plant interventions are undertaken according to marketing plans, appropriate stage of plant growth for the particular intervention, and OHS requirements.  
3.4 Waste is disposed of with full consideration of the environmental implications.  
3.5 Records are kept on all maintenance activities according to enterprise requirements. |
## Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What areas may be considered part of the nursery environment?</th>
<th>Nursery environment may include glasshouses, shadehouses, and hardening-off areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What environmental parameters are to be taken into account for this standard?</td>
<td>Environmental parameters may include light, temperature, humidity and wind.</td>
</tr>
<tr>
<td>What market requirements may require the modification of environmental parameters?</td>
<td>Market requirements may include size of plant, extent of foliage, colour, time of sale, and number of blooms.</td>
</tr>
<tr>
<td>How are daily water requirements determined?</td>
<td>Plant water needs are determined using water monitoring devices or physical observation applying mathematical formulas.</td>
</tr>
<tr>
<td>What needs to be monitored to ensure plant water requirements are maintained?</td>
<td>Monitoring plant water needs may include soil moisture, condition and size of plant, and environmental parameters.</td>
</tr>
<tr>
<td>What enterprise guidelines may be relevant to this standard?</td>
<td>Enterprise guidelines may include standard operating procedures (SOPs), specifications, production plans, work notes, Material Safety Data Sheets (MSDSs), or verbal direction from manager, or supervisor.</td>
</tr>
<tr>
<td>What potting media specifications are relevant to this standard?</td>
<td>Potting media specifications may include pH, drainage, aeration, salinity nitrate levels, water repellence, and nutrient content.</td>
</tr>
<tr>
<td>How is the overall health of the plant monitored?</td>
<td>Monitoring the health of the plants may include checking the thickness of stems, evidence of pests and diseases, number, strength and distribution of new roots, maturity and distribution of shoots, visually complete and robust graft union, and no signs of dehydration.</td>
</tr>
<tr>
<td>What plant interventions may be utilised to promote plant growth?</td>
<td>Interventions may include pesticides, fungicides, fertilisers, hormones, pruning, hardening off, irrigation, mulching, removing weeds, removing dead material, aeration, staking, tying, spacing and thinning.</td>
</tr>
</tbody>
</table>
What **OHS requirements** apply to this standard?

- OHS requirements may include handling hazardous substances, the use and maintenance of equipment and machinery, and the use of protective clothing.

What **environmental considerations** may be relevant to this standard?

- Environmental considerations may include disposal of chemical containers and left over chemicals, and run off from washing and cleaning equipment and machinery.

What workplace **records** are relevant to this standard?

- Workplace records may include spray diaries, types of interventions applied, accident reports, and machinery log.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in maintaining nursery plants requires evidence that environmental parameters can be monitored, quality of media for growing can be tested, daily water requirements of plants can be determined, and plant growth can be promoted by intervention.

The skills and knowledge required to maintain nursery plants must be **transferable** to a different work environment. For example, this could include different plants, maintenance requirements and nursery situations.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- effects of environmental parameters on plant growth
- methods of calculating daily water needs
- relationship between plant water needs and environmental parameters
- characteristics of various types of potting media
- factors affecting the growth of nursery plants
- optimum growing conditions for a range of plants in a nursery
- quality parameters for a range of nursery plants
- symptoms of unhealthy plants
- basic plant physiology including the principles of transpiration, water intake, nutrient uptake, photosynthesis, respiration, and translocation
- effect of different pruning and intervention methods
- processes for modifying environmental parameters
- phenological stages of plant growth
- treatments required by plants at different phenological stages and environmental parameters
- OHS hazards and the associated risks when maintaining plants
- environmental impacts of applying plant interventions.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select, fit and use appropriate personal protection clothing and/or equipment
- liaise with other work areas and customers
- prepare, mix and use chemicals as required
- interpret and record required workplace information
- operate irrigation systems.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

   Ideas and information relating to work issues, tasks and problems may be discussed with suppliers, end users and members of the work team.

   This could include giving instructions or discussing watering system requirements, for example, with suppliers.

2. How can information be collected, analysed and organised (1)?

   Information relating to daily site and plant maintenance routines may be accessed from management and interpreted so that daily work actions and outcomes can be organised within required time constraints.

   Problems and anomalies with daily work routines should be recognised and corrected or reported.
3. How are activities planned and organised (1)?

Production plans and daily work instructions may need to be reviewed before and between work periods in order to select appropriate equipment, materials and treatment for plant maintenance activities. Work teams may need to be organised and tasks allocated.

4. How can team work (1) be applied?

Meeting production requirements may require the co-ordination of team activities.

5. How can the use of mathematical ideas and techniques (1) be applied?

Mathematical concepts may need to be used to monitor growing conditions, to calibrate spray equipment and calculate quantities of treatment to apply.

6. How can problem-solving skills (1) be applied?

Problems, particularly of a horticultural nature, should be recognised and resolved either by implementing preventative/corrective action or reporting to management.

7. How can the use of technology (1) be applied?

The monitoring of environmental parameters may require the use measuring equipment and data bases.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF3026A Receive and dispatch plants and other nursery products

This competency standard covers the process of co-ordinating the receiving and dispatching of plants and other nursery products from a production, wholesale or retail nursery.

The receiving and dispatching of plants and other nursery products is likely to be under limited supervision from others, with checking only related to overall progress, and is usually done within established routines, methods and procedures. Some discretion and judgement may be required in relation to the selection, presentation and transportation of particular nursery products. Receiving and dispatching involves the application of horticultural knowledge including warehousing, storage and transportation techniques.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare for the dispatch of products | 1.1 **Materials, equipment** and personnel required for the job are identified and work tasks are co-ordinated in a sequential, timely and effective manner in consultation with supervisor.  
1.2 **OHS hazards** are identified, risks assessed and suitable controls implemented.  
1.3 Orders are selected from stock batches in accordance with **order forms** and collated in the dispatch area according to enterprise guidelines.  
1.4 **Product presentation**, packaging and labelling are organised according to enterprise guidelines.  
1.5 All orders are thoroughly checked for accuracy.  
1.6 Product levels are monitored and maintained according to enterprise guidelines. |
| 2 Receive and dispatch products | 2.1 **Incoming product** is received, checked and stored according to enterprise guidelines and **sound horticultural practices**.  
2.2 Dispatch areas and **packing/packaging materials** are maintained and tidied according to enterprise guidelines.  
2.3 Transportation is organised according to product requirements and to ensure the product is delivered and/or received in the best possible condition.  
2.4 Contractual arrangements are met according to enterprise guidelines and sound horticultural practices. |
## Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>materials and equipment</strong> may be required for receiving and dispatching products?</td>
<td>- Materials and equipment may include packaging materials, labels, labelling equipment, computer, barcode scanner, calculator, scissors or knives, forklift, hand trolley, motorised trolley, wheelbarrow, small tractor, trailer, secateurs and hand tools.</td>
</tr>
<tr>
<td>What <strong>OHS hazards</strong> may be associated with the receiving and dispatching of products?</td>
<td>- OHS hazards may include working with hazardous goods, manual handling, moving equipment and vehicles, sharp hand tools and equipment, solar radiation, dust, noise, and slippery or uneven surfaces.</td>
</tr>
<tr>
<td>What <strong>suitable controls</strong> are likely to be implemented?</td>
<td>- Suitable controls may include appropriate personal protective clothing and equipment (PPE), correct manual handling and safe lifting techniques, and licences and permits for the use of forklifts and other transportation vehicles.</td>
</tr>
<tr>
<td>What information is likely to be included on an <strong>order form</strong>?</td>
<td>- An order form may include client details, plant numbers, the selection system (e.g. to be selected by hand or using a tractor and picking trailer), growing bay, batch or lot details, delivery dates, presentation, packaging, storage and transportation requirements.</td>
</tr>
<tr>
<td>What type of <strong>product presentation</strong> is likely to be used?</td>
<td>- Product presentation may include sleeving for seasonal times and overall sleeving for protection during transport.</td>
</tr>
<tr>
<td>How would product levels be <strong>monitored and maintained</strong>?</td>
<td>- The monitoring and maintenance of product levels may include stocktakes, checking of invoices against orders, updating of computer/manual records, regular communication with clients, suppliers and work team members, ordering of more product, and the checking of products on receipt.</td>
</tr>
<tr>
<td>What <strong>incoming product</strong> is likely to be received?</td>
<td>- Incoming product may include tube stock, propagation units, stock from quarantine, treatments, tools and equipment, seedlings, containerised and bare-rooted plants, bulbs, and seeds.</td>
</tr>
</tbody>
</table>
What do **sound horticultural practices** refer to?

* Sound horticultural practices include Nursery Industry Association of Australia (NIAA) Best Practice Guidelines, hygiene and quarantine policies and plant species requirements.

What **packing/packaging materials** are likely to be used?

* Packing/packaging materials may include pallets, sleeving, plastic wrapping, boxes and trays.

What may need to be **organised** in relation to transporting products?

* Organisation may include arrangement of shelves in trucks/containers, arrangement of loading/unloading equipment or machinery, checking hygiene standards of trucks/containers, and environmental controls such as temperature, humidity and air while being transported.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

### Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in co-ordinating the receiving and dispatching of plants and other nursery products requires evidence that orders can be selected from stock, presented, packaged and dispatched according to enterprise guidelines, and that orders can be received, checked and stored according to sound horticultural practices.

The skills and knowledge required to receive and dispatch products must be **transferable** to a different work environment. For example, this could include different plants, products, types of enterprises and procedures.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

* environmental controls necessary for transporting plants
* common sources of cross contamination from transport vehicles
* enterprise quarantine policies and relevant quarantine legislation
* enterprise stock control procedures
* best practice guidelines for nursery hygiene
* enterprise quality standards for the packing, packaging and labelling of products.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- communicate with clients, suppliers and work team members re product requirements
- interpret order forms
- maintain product records accurately, either manually or on a computer
- use a calculator.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   Written, oral and telecommunication of ideas and information may be applied when interpreting the detail from order forms.

2. How can information be collected, analysed and organised (2)?
   Information from order forms may need to be collected, analysed and organised before products can be selected, packed and transported.

3. How are activities planned and organised (2)?
   Activities may be planned and organised according to the priority of orders or other contractual arrangements with clients and/or suppliers.

4. How can team work (2) be applied?
   Team work may need to be applied when product is packed/packaged ready for dispatch.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Mathematical ideas and techniques may need to be applied when monitoring product levels.

6. How can problem-solving skills (2) be applied?
   Problem-solving skills may need to be applied when there is not enough product to complete an order.

7. How can the use of technology (2) be applied?
   The use of technology may be applied if a computerised product control system is maintained.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF3031A Undertake complex tree climbing

This competency standard covers tree climbing and rigging associated with tree operations such as tree pruning and tree removal in complex circumstances. Complex tree climbing and rigging is likely to be undertaken with limited supervision, with general guidance on progress sought by others. Complex tree climbing and rigging requires a broad range of Level 2 skills, but requires the application of specialised in the use of ropes, climbing tools and equipment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare for climb and tree operations</td>
</tr>
<tr>
<td>1.1</td>
<td>Team members are informed of their role and duties in the climbing and tree operations according to <strong>work procedures</strong>.</td>
</tr>
<tr>
<td>1.2</td>
<td>Ropes are selected according to <strong>industry specifications</strong> and required tree works.</td>
</tr>
<tr>
<td>1.3</td>
<td>Ropes are assessed prior to use with damaged and faulty ropes discarded according to enterprise policy.</td>
</tr>
<tr>
<td>1.4</td>
<td>Appropriate climbing <strong>tools and equipment</strong> are selected according to enterprise standards and manufacturers guidelines.</td>
</tr>
<tr>
<td>1.5</td>
<td>Ropes, tools and equipment are checked, handled, maintained and stored according to safe work practices, manufacturers specifications and <strong>enterprise OHS policies</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Access and descend from trees in <strong>complex situations</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Hazards that place climbers, ground support workers, the general public and property at risk are identified and appropriate actions taken to minimise that risk.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Personal protective and safety equipment</strong> is used and adjusted according to manufacturers guidelines and enterprise OHS policies.</td>
</tr>
<tr>
<td>2.3</td>
<td>Trees are accessed using appropriate <strong>techniques</strong> and equipment according to enterprise policy, procedures and safe work practices.</td>
</tr>
<tr>
<td>2.4</td>
<td>Safe anchor points are selected according to strength and suitability requirements.</td>
</tr>
<tr>
<td>2.5</td>
<td>Tree is descended in a controlled manner according to enterprise procedures.</td>
</tr>
</tbody>
</table>
3 Undertake tree operations in complex situations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Required tree operations are carried out according to treatment plans and work procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td>Load is lowered in a controlled manner using appropriate cranage points according to safe work practices, branch weight and rope characteristics.</td>
</tr>
<tr>
<td>3.3</td>
<td>Staff are communicated with during operations, as required, verbally and by hand signals.</td>
</tr>
<tr>
<td>3.4</td>
<td>Tools and equipment are cleaned and stored according to manufacturers instructions and enterprise policy.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

| What work procedures are appropriate for this standard? | These may include climbing plans and specifications, location and site plans, manufacturers guidelines, work schedules, treatment plans, emergency rescue procedures, enterprise standard operating procedures (SOP), and OHS procedures. |
| What industry specifications for ropes may be applicable to this standard? | Specifications may include type, dynamics, diameter, tensile strength, breaking strain, safe working load (SWL), and melting point. |
| What tools and equipment may be used in climbing operations? | These may include ropes, safety harnesses, ascending and descending devices, ladders, safety equipment (helmets, ear and eye protection, gloves, boots, etc.), pulleys and blocks, shackles and carabines. |
| What enterprise OHS policies may be relevant to this standard? | OHS policies may include safe operation and maintenance of machinery and equipment, safe systems for working at heights in trees, safe procedures for working outdoors, appropriate use of personal protective clothing and equipment, correct manual handling techniques, and procedures for calling emergency services. |
In what **complex situations** may climbers be required to work?

- These may include situations made hazardous by tree branches vulnerable to failure under a load, trees affected by decay, disease and/or pests, trees with embedded objects such as wire, nails or spikes, proximity of power lines, adjacent property, or intruding branches. The trees height, size, trunk characteristics, shape and weight distribution of the crown may contribute to making conditions hazardous to a climber or a felling or trimming operation. Inclement weather may also contribute to making working conditions difficult and hazardous.

What **personal protective (PPE) and safety equipment** may be used to when climbing trees?

- Equipment may include boots, overalls, gloves, hard hats/helmets, ear and eye protection, safety harnesses, ropes, sun hats and sunscreen lotion.

What **techniques** are used to access trees in complex situations?

- Techniques may include setting false anchor points, footlocking and using climbing spikes.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in undertaking complex tree climbing requires evidence that a person can select the appropriate equipment for climbing, and access and descend trees in complex situations whilst undertaking tree operations such as pruning or removal.

The skills and knowledge required to undertake complex tree climbing must be transferable to a different work environment. For example, this could include different tree species, locations, and climbing approaches and techniques.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- standard tree climbing practices and principles including the use of PPE and secondary attachments
- types, uses and safe working limit of ropes and all other equipment
- first aid and rescue procedures applicable to tree work
- industry codes of practice
- a broad range of tree treatments and the most appropriate method of application specific to the requirements of the tree.

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- climb trees and use ropes
- apply a range of tree treatments
- interpret climbing plans and specifications
- communicate written and verbal instructions to fellow team members
- calculate tree heights and safe working and lifting loads.

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?

Information about specific tasks associated with the job such as climbing methods and procedures, safety concerns, or any hazards encountered should be communicated with other members of the work team.
2. How can **information be collected, analysed and organised (2)?**  
Ideas and information about climbing strategy, methods and safety requirements should be discussed and analysed with the work team.

3. How are **activities planned and organised (2)?**  
All tools, equipment, materials and personnel involved in the climbing operations should be selected and organised before climbing work begins.

4. How can **team work (2) be applied?**  
Complex tree climbing involves working with other members of a team to safely complete tasks.

5. How can **the use of mathematical ideas and techniques (2) be applied?**  
Mathematical techniques may be applied when calculating heights of trees and safe working loads.

6. How can **problem-solving skills (2) be applied?**  
Problems relating to climbing techniques and methods, workplace safety including working above ground level, access of trees, tools and equipment, emergency situation procedures, inclement weather and interruption in climbing activities may require problem-solving.

7. How can the **use of technology (2) be applied?**  
Technology such as arboriculture climbing equipment and machinery may be used to climb trees safely.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.
RTF3204A Construct concrete structures and features

This competency standard covers the process of constructing concrete structures and features as a component of landscape project works. These structures and features may include paths, driveways, edgings, footings, floors, steps, walls, fences, pool surrounds, entertaining areas and ornamental garden elements.

The construction of concrete structures and features is likely to be under limited supervision from others, with checking only related to overall progress and is usually done within established routines, methods and procedures. Some discretion and judgement may be required depending on the type of structure or feature to be constructed. For example, it may be a driveway at ground level or a fence that is constructed vertically.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and prepare work</td>
<td>1.1 Plans and specifications are interpreted and clarified with the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.2 The quantity and quality of materials are checked to ensure they conform to design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Tools and equipment</strong> are selected and checked for serviceability according to enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>OHS hazards</strong> are identified, risks assessed and controls implemented.</td>
</tr>
<tr>
<td></td>
<td>1.5 <strong>Environmental implications</strong> of constructing concrete structures are identified and reported to the supervisor.</td>
</tr>
<tr>
<td>2 Set out and prepare the site</td>
<td>2.1 <strong>Services</strong> are determined and located from site plans.</td>
</tr>
<tr>
<td></td>
<td>2.2 The position of the structure or feature is marked out according to design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>2.3 Profiles are established to conform to the tolerances nominated within the design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>2.4 Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete.</td>
</tr>
<tr>
<td></td>
<td>2.5 <strong>Drainage systems</strong> are installed according to design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>2.6 Form work is installed to the site in a manner that will ensure it remains rigid during concrete pouring operations.</td>
</tr>
</tbody>
</table>
2.7 Sub-base material is placed and compacted to the required finished levels.

2.8 Preparation of the site is **completed** according to the type of structure or feature to be constructed.

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<tbody>
<tr>
<td>3</td>
<td>Mix and pour concrete</td>
</tr>
<tr>
<td></td>
<td>3.1 Proportions for concrete mix are determined according to the strength requirements of the project.</td>
</tr>
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<td></td>
<td>3.2 Volume of dry materials necessary to produce final concrete mix is determined.</td>
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<td>3.3 All dry ingredients and required <strong>additives</strong> are mixed together to ensure a thorough blending of all materials is achieved.</td>
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<td>3.4 Sufficient water is introduced to produce a concrete mix to the required consistency.</td>
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<td>3.5 Concrete mix samples are taken for <strong>testing</strong>, if required, to check for conformity to specifications.</td>
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<td>3.6 Concrete is poured to designated levels in a manner to avoid segregation of materials.</td>
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<tr>
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<td>3.7 Concrete is consolidated using an approved vibration method to industry standard (AS3600) to ensure air pockets are eliminated.</td>
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<tr>
<td>4</td>
<td>Finish concrete</td>
</tr>
<tr>
<td></td>
<td>4.1 Concrete is screeded to a flat surface to maintain the desired finished level.</td>
</tr>
<tr>
<td></td>
<td>4.2 Surface is trowelled according to design drawings and specifications.</td>
</tr>
<tr>
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<td>4.3 A Concrete is <strong>finished off</strong> according to design drawings and specifications.</td>
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<tr>
<td>5</td>
<td>Check quality of work and clean up site</td>
</tr>
<tr>
<td></td>
<td>5.1 Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications.</td>
</tr>
<tr>
<td></td>
<td>5.2 Form work is removed and cleaned in a manner which will allow for re-use of the form work.</td>
</tr>
<tr>
<td></td>
<td>5.3 All debris is removed and disposed of in a manner that minimises risk to the environment.</td>
</tr>
<tr>
<td></td>
<td>5.4 All tools and equipment are cleaned and stored according to enterprise guidelines.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

| What **tools and equipment** are likely to be used when constructing concrete structures and features? | Tools and equipment may include levelling equipment, string lines, tape measures, spades, shovels, wheelbarrow, concrete mixer, trowels and screeding equipment. |
| What **OHS hazards** may apply to this standard? | OHS hazards may include manual handling, solar radiation, obstacles, and slipping on wet surfaces. |
| What **OHS controls** may be relevant to this standard? | OHS controls may include safe lifting and transporting techniques, the drinking of fluids, basic first aid, and the appropriate use of personal protective clothing and equipment such as boots, overalls and sun hat, erection of safety signs and barriers, the identification of site access points, and the safe storage of materials. |
| What **environmental implications** are likely to be considered? | Consideration may be given to the impact of soil disturbance and the alteration to water flow during construction and after the structure or feature has been constructed. |
| What **services** are likely to be located on site? | Services may include power, gas, water, stormwater, sewerage or septic connections, phone and optical cables. |
| What **drainage systems** are likely to be installed? | Drainage systems may include sumps, agricultural drains, storm water pipes, slotted pipes, open drains and channels. |
| What other preparation tasks may need to be completed before the placement of concrete? | Other preparation tasks to be completed may include the installation of a waterproof membrane, reinforcement according to industry standards (AS1554.3), and the application of a release agent to form work. |
| What **concrete additives** may be relevant to this standard? | Additives may include colouring agents, retardants and accelerants. |
| What **testing** is likely to be undertaken on the concrete mix? | Testing may include a concrete slump test and Mpa testing. |
How is the concrete likely to be finished off?

- Finishing off the concrete may include the addition of a curing agent, insertion of expansion jointing and control joints, or diamond saw cuts after a period of drying.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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**Evidence Guide**

*What evidence is required to demonstrate competence for this standard as a whole?*

Competence in constructing concrete structures and features requires evidence that work can be planned and prepared for, that a site for concrete placement can be prepared according to design drawings and specifications, and that concrete can be mixed, placed and finished according to the required standards.

The skills and knowledge required to construct concrete structures and features must be **transferable** to a different work environment. For example, this could include different structures and features, concrete mixes and locations.

*What specific knowledge is needed to achieve the performance criteria?*

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Mpa testing theory and what effects Mpa specifications in a concrete mix
- the comparative environmental implications associated with soil removal and the establishment of drainage systems
- industry standards in relation to reinforcing and consolidating concrete.
- sub-base and sub-grade materials and preparation.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- interpret design drawings and specifications and transpose the information to site
- measure and construct profiles using mathematical techniques
- establish levels using levelling equipment
- undertake and interpret tests performed on a concrete mix
- place, consolidate and finish concrete.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   Information regarding what type of structure or feature is to be installed may need to be communicated to other members of the work team.

2. **How can information be collected, analysed and organised (2)?**
   Information on tests applied to the concrete mix may need to be collected, analysed and acted upon.

3. **How are activities planned and organised (2)?**
   The installation of concrete structures and features may need to be planned and organised according to the prevailing weather conditions.

4. **How can team work (2) be applied?**
   Team work may be applied when undertaking concrete pouring operations.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   Mathematical ideas and techniques may be applied when calculating the volume of concrete required for the job.

6. **How can problem-solving skills (2) be applied?**
   Problems may arise with the stability of the form work applied to a concrete site.
7. How can the use of technology (2) be applied? Technology may be applied when working out the volume of concrete needed, or researching what type of curing agent/method to use.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.
RTF4003A Plan a plant establishment program

This competency standard covers the process of developing a plant establishment program and a relevant site plan and specifications. Developing a plant establishment program will require consideration of client needs, site factors, growing requirements of plant species and cultivars, resources and equipment for planting and maintenance, and may also include preparation of plans, specifications, quotations and associated documents.

Planning is likely to be undertaken without supervision, with only general guidance on progress sought by managers. Responsibility for and limited organisation of the work of others involved in the plant establishment program may be required. Developing a plant establishment program requires a broad range of horticultural skills, and involves the application of underpinning knowledge with depth in some areas such as plant selection and planting techniques.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1 Carry out preliminary planning activities for the plant establishment program</td>
<td>1.1 Client preferences and requirements for the plant establishment program are understood and confirmed.</td>
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<td>1.2 The plant establishment site is assessed for legal attributes, biophysical factors, services and historical modifications.</td>
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<td></td>
<td>1.3 Research is conducted into plant species and cultivars, and local by-laws and restrictions that may affect the plant establishment program.</td>
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<td></td>
<td>1.4 Environmental implications of the planned programs are identified and if necessary, reported to relevant personnel for further research.</td>
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<td>1.5 A concept plan that reflects client preferences and requirements, takes into account site factors and any identified environmental requirements, is developed and presented to the client for discussion and approval.</td>
</tr>
<tr>
<td>2 Determine requirements of the plant establishment program</td>
<td>2.1 Plant species and cultivars that are appropriate to the site and consistent with the agreed concept plan are identified, and the required quantity calculated, costed, and availability confirmed with suppliers.</td>
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<tr>
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<td>2.2 Plant establishment procedures are selected consistent with the agreed concept plan, and according to the characteristics of available plant materials, the resources and equipment available, and the environmental factors affecting the success of the plant establishment program.</td>
</tr>
</tbody>
</table>
2.3 **Post-planting care** is provided for according to client requirements, enterprise standards and site capabilities.

2.4 **Resources, tools, equipment and machinery** required for planting and post-planting care are identified, costed, and availability confirmed with suppliers, contractors and appropriate personnel.

2.5 **OHS hazards** associated with the plant establishment program are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the plan.

2.6 **Staged implementation** and development are outlined, where appropriate, with access for future works provided for according to client, enterprise and site requirements.

2.7 Timelines for preparations, planting and post-planting care are determined taking into account the needs of the plant species and cultivars, site conditions, and any other planning requirements.

3 Prepare and document the plant establishment program and specifications

3.1 Detailed plan, specifications and quotation are prepared based on the requirements of the plant establishment program, and presented to appropriate personnel and the client for acceptance.

3.2 Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards.

3.3 Detailed on-site procedures and schedules required for the planting of the site and post-planting care of plants are developed and documented.

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**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

Who may be referred to as a client?

- Clients may include enterprise management or a private individual, company, community group, government agency, or a combination of these entities.
<table>
<thead>
<tr>
<th>What preferences and requirements may clients have?</th>
<th>• These may include the purpose or intended use of the planting, plant species and cultivars, plant characteristics, growth habits and cultural requirements, maintenance services for post-planting care, budget limitations, timelines for plant establishment activities, and a production plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What plant establishment sites may be relevant to this standard?</td>
<td>• Sites may include large-scale or broadacre woodlots, revegetation areas, parks and gardens, landscaped areas, recreational reserves, sports turf or recreational turf surfaces, and commercial nursery, floriculture and production horticulture sites.</td>
</tr>
<tr>
<td>What biophysical factors may affect the site to be planted?</td>
<td>• Biophysical factors may include the aspect of the site, rainfall, humidity, wind and sunlight intensity, soil types, nutrients and deficiencies, slope, natural and artificial watercourses, outcrops and the presence of indigenous or otherwise native vegetation, exotic plant (weeds) and animal (feral) species.</td>
</tr>
<tr>
<td>What services on the site may need to be located?</td>
<td>• Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.</td>
</tr>
<tr>
<td>What historical modifications may influence the program for plant establishment?</td>
<td>• Historical modifications may include human intervention such as clearance, earthworks, commercial grazing and cultivation practices, fire management, buildings and structures, natural events such as wildfire, flooding and drought, and the effects of modifications at environmentally linked sites.</td>
</tr>
<tr>
<td>What resources may be used for research?</td>
<td>• Knowledge of plant species and cultivars, their uses, performance characteristics and growing requirements may be gained through consultation with team members, senior managers, own knowledge, specific industry, technical and research literature, supplier specifications, catalogues, enterprise sales figures and production records, local historical performance data, and industry best practice guidelines.</td>
</tr>
<tr>
<td>What plant species and cultivars may be relevant to this standard?</td>
<td>• Plant species and cultivars may include exotic, native, endemic, evergreen, deciduous, conifer and palm trees and shrubs, turf, grasses, ground cover plants, bedding displays and aquatic plants.</td>
</tr>
<tr>
<td>What <strong>local by-laws and restrictions</strong> may affect the plant establishment program?</td>
<td>• These may include prohibited plant species, restricted plant species, land use restrictions, processes and requirements for site development and work activities.</td>
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| What **environmental implications** may be associated with the establishment of planted areas? | • The establishment of planted areas may have beneficial environmental impacts where actively growing young trees and shrubs help to fix carbon dioxide from the atmosphere, lower the watertable and associated likelihood of seepage and salinisation in linked catchment areas, and reduce water, nutrient and chemical flow into the external environment including natural waterways.  
• Detrimental environmental impacts may arise where establishment activities produce excess noise, dust or water run-off, or the implementation of post-planting care activities such as fertilisation, irrigation and pest control apply inappropriate levels of chemical, nutrients and water, resulting in escape to the external environment. |
| Where new sites are cultivated for the establishment of planted areas, the interruption of native corridors and degradation of the ecosystem edge may compromise existing native ecosystems. |
| What **plant establishment procedures** may apply to this standard? | • Plant establishment procedures may include soil testing and treatments; preparation of soil surfaces for planting; installation of irrigation and/or drainage systems; planting methods such as hand or machine-assisted sowing, direct seeding, tube planting, hand or machine assisted planting of seedlings, planting of divisions, transplanting, laying, rolling, chaffing and sprigging; fencing of stock and pest animals; the chemical, cultural or biological control of weeds and feral animals; protection of plants by staking, tying and guarding; the trellising or training of plants; and the retention of site debris. |
| What aspects of **post-planting care** are required when establishing a planted area? | • Post-planting care may include watering, fertilisation, controlling pests and diseases, weeding, rolling, mowing, renovating, mulching, pruning, protecting, staking, trellising, and monitoring plant health. |
| What resources may be required to implement a plant establishment program? | • Materials may include growth media testing consumables, growth media ameliorants, fertilisers, materials for trellising, training and protecting plants, and weed, pest and disease control chemicals and materials.  
• Human resources may include paid and volunteer labour, contractors, suppliers and consultants. |
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<tr>
<td>What tools, equipment and machinery may be required?</td>
<td>• Tools, equipment and machinery may include growth media testing equipment; hand tools; trailed, 3-point linkage and motorised machinery for excavation, growth media treatment, planting and post-planting care operations; and irrigation and drainage systems and components.</td>
</tr>
<tr>
<td>What OHS hazards may be associated with the establishment of planted areas?</td>
<td>• Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil-, water- and air-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, uneven surfaces, and flying objects.</td>
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<tr>
<td>What controls may be introduced to minimise the risk of OHS hazards?</td>
<td>• Controls should be introduced according to enterprise OHS policies and procedures and may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; appropriate use of safety equipment such as signage and protective barriers; basic first aid available on site; personal hygiene, and reporting problems to supervisors.</td>
</tr>
<tr>
<td>What specifications for staged implementation may apply to this standard?</td>
<td>• These may include gradual establishment of planted areas, planting during different times, and provision of access for future works.</td>
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For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a plant establishment program requires evidence that a person can assess site factors, select suitable plant species and cultivars, determine resources and equipment for planting and post-planting care, and prepare plant establishment plans, specifications and associated documents.

The skills and knowledge required to develop a plant establishment program must be transferable to a different work environment. For example, this could include different plant species and types, programs, environments, planting techniques and clients.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- identification, propagation and establishment techniques of specific plant species and cultivars
- the advantages and disadvantages of a range of plant establishment procedures
- maintenance requirements and practices for specific plant species and cultivars, prior to and after initial establishment
- processes and techniques for preparing, costing and documenting plans for and scheduling plant establishment activities.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- communicate and negotiate orally and in writing with staff, clients, contractors and consultants
- research and evaluate information
- record all relevant information
- comply with legislative requirements
- document plans, specifications and work procedures, and write reports for the understanding of staff, clients and contractors
- calculate the cost and spatial and logistical requirements of components of the plant establishment program.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?

Results of the analysis of the site, environmental requirements, and plant species and cultivar selection should be communicated with the client orally and in writing. There is likely to be negotiation between the developer of the plant establishment program and the client to achieve objectives.

2. How can information be collected, analysed and organised (3)?

Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the plant establishment program should be analysed and outcomes discussed with the client and other members of the work team. Information about the plant establishment program should be organised and presented as a site plan, documented plans, written work procedures, and timeline chart and schedules for plant establishment activities.
3. How are **activities planned and organised (3)**?  
The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The plan for the plant establishment program should reflect the activities required to implement the program.

4. How can **team work (3)** be applied?  
Planning plant establishment activities may involve working with other members of a team to achieve the desired outcomes.

5. How can the use of **mathematical ideas and techniques (3)** be applied?  
Mathematical concepts will be required to measure quantities, distances, depth and calculate areas, resources, costs, ratios, scales, planting and application rates.

6. How can **problem-solving skills (3)** be applied?  
Problems relating to the requirements of the client, vagaries of the planting site, availability of resources and equipment, costs and environmental issues may arise during planning of the plant establishment program.

7. How can the use of **technology (3)** be applied?  
Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from site evaluation tests, and to produce the plant establishment program.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.
RTF4006A Plan a tree pruning program

This competency standard covers the process of planning a tree pruning program. Planning includes planning the program, communicating its intent to other personnel, and monitoring the implementation of the program.

The planning of a tree pruning program is likely to be undertaken without supervision, with only general guidance on progress sought by management and/or the client. Responsibility for and limited organisation of the work of others engaged in the pruning program may be necessary.

The planning of a tree pruning program requires a broad range of horticultural skills and the application of extensive knowledge in tree identification, tree physiology, CODIT principles and tree pruning techniques.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1 Undertake site assessment</td>
<td>1.1 Specific species are identified and their fruiting, flowering and foliage characteristics recorded according to enterprise guidelines.</td>
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<td>1.2 <strong>Trees</strong> are assessed to determine suitability for pruning based upon the <strong>overall health and vigour</strong> of specimens.</td>
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<td>1.3 Branches are examined and their vitality and integrity of attachment ascertained to ensure the program can be safely implemented.</td>
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<td>1.4 Site conditions are <strong>assessed</strong> for equipment, personnel and access requirements.</td>
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<td>1.5 Site environmental concerns are assessed in relation to relevant <strong>legislation and/or regulations</strong> that may impact on a tree pruning program.</td>
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<tr>
<td></td>
<td>1.6 Existing and/or potential <strong>OHS hazards</strong> are identified, risks assessed and <strong>suitable controls</strong> recommended.</td>
</tr>
<tr>
<td>2 Plan a pruning program</td>
<td>2.1 <strong>Pruning requirements</strong> including appropriate <strong>pruning techniques</strong> are determined according to management and/or client needs and the site assessment.</td>
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<td>2.2 Appropriate pruning <strong>tools, equipment and machinery</strong> are determined according to the pruning requirements and site assessment.</td>
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</table>
2.3 **Pruning strategies** are planned with regard to mass energy ratios and compartmentalisation of decay in trees (CODIT) principles to ensure pruning is undertaken with minimum stress to trees, and without damage to property or personnel.

2.4 **Pruning program** is documented and communicated to relevant personnel in accordance with enterprise guidelines.

3 Monitor a pruning program

3.1 Completed program is assessed to ensure pruning has been undertaken according to the identified program.

3.2 Pruned trees are monitored over time to ensure they are able to sustain growth and are restored to their natural habit and form.

3.3 Any pruning that causes stress is rectified.

3.4 Treatments undertaken during monitoring are recorded for later reference.

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

**Where may trees requiring pruning be located?**

- Trees might be located in domestic gardens, streets and roadways, commercial and industrial sites, city parks, institutions (e.g. schools and hospitals), local government parks and reserves, or bushland areas. Tree pruning may also occur near overhead electrical cabling.

**How might the overall health and vigour of trees be determined?**

- General health may be determined by leaf drop, leaf discolouration, leaf size (compared to a healthy specimen), die back, dead wood, cavities, decay, structure, condition of ground around the tree, impact of recent work around tree and previous pruning work.
### What questions may need to be considered when site conditions are assessed for a pruning program?

- Questions to consider may include: Is the tree(s) close to buildings or other structures? Will the sections that need to be removed be likely to cause damage when falling? How will the work be staged? What signs and safety barriers need to be erected? Are there above and below ground services? What tools, equipment and machinery will be needed? What safety equipment will you need? How long will the job take? Are there special conditions such as weather, relevant legislation, timing or related work activities that need to be included in the planning of a pruning program?

### What legislation and/or regulations may need to be considered when planning a pruning program?

- Legislation and/or regulations may include National, State and local government legislation and regulations such as the Environmental Protection Act, and Australian Standards for Pruning of Amenity Trees AS4373: 1996, or area specific tree preservation orders and significant tree registers and/or legislation.

### What OHS hazards are likely to be identified during a site assessment for a pruning program?

- Hazards may include solar radiation, dust, noise, damp conditions, nearby buildings or structures, slopes, water, rocks, undergrowth, depressions/holes, fire hazards, dead or unstable branches, insect infestation, unstable or protruding root systems, power lines and other above or below ground services.

### What suitable controls are likely to be recommended to minimise OHS hazards?

- Suitable controls recommended may include the use of personal protective clothing and equipment such as rubber soled/leather boots, cut resistant trousers, gloves, helmets, goggles, safety harnesses, sun hats, hearing protection, face shields and sunscreen lotion; placement of warning signs, barriers, hazard indicators and a safe drop zone, use of approved ladders and ropes, safe operation and maintenance of machinery and equipment, safe procedures for working outdoors, correct manual handling techniques, placement of rescue equipment on site, and basic first aid training.
What **pruning requirements** may influence the planning program?

- Requirements may include size, light, aesthetics, competition, structure, shape, density, growth redirection, modification of flowering/fruiting behaviour, damage, general clearances, signage and sight lines.

What **pruning techniques** are likely to be utilised in a pruning program?

- Pruning techniques may include cleaning out, crown lifting, crown reduction, structural integrity, crown renewal, crown thinning, dead wooding, hedging, branch, epicormic and green shoot removal.

What **tools, equipment and machinery** are likely to be used?

- Pruning tools and equipment may include pruners, jacksaws, handsaws, chainsaws, pole saws pouches, steps, epicormic removers, secateurs, chippers and mulchers. Climbing equipment and machinery may include ladders, climbing gear such as ropes and harnesses, elevated platforms and cherry pickers.

What **pruning strategies** are likely to be considered in the planning of a pruning program?

- Pruning strategies to take into consideration may include the different response times to pruning of different species (e.g. some trees will recover quickly from severe pruning while others can be killed or suffer a major setback in growth), the varying reasons for pruning (e.g. crown lifting may be needed for street trees while crown reduction may be used in a garden setting, and some trees require annual pruning for flowering or fruiting while others need pruning as a maintenance measure to reduce potential hazards), and the influence that seasons and weather conditions has on the success of pruning programs (incorrect timing of pruning may lead to new growth being damaged by extremes in temperature or insects and diseases).

What information may be documented in a **pruning program**?

- A pruning program may include site and location plans, site assessment details, special instructions and/or conditions, OHS requirements and controls, environmental considerations, pruning requirements and techniques, tools, equipment and machinery requirements, access and removal details, personnel requirements, waste, organic waste and debris disposal, recycling and re-use guidelines.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning a tree pruning program requires evidence that a person can plan the program, document and communicate its intent to other personnel, and monitor the implementation of the program over a period of time.

The skills and knowledge required to plan a tree pruning program must be transferable to a different work environment. For example, this could include different tree species, pruning equipment and locations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- tree pruning techniques appropriate to the pruning requirements of the species
- principles and applications of risk assessment in tree structure
- CODIT principles
- implications of pruning cuts and the way trees respond
- tree morphological and physiological processes
- OHS risks of working in hazardous situations and handling of debris
- the effect of adverse outdoor climatic conditions (e.g. rain, hail, or very high ultraviolet radiation), which may prevent or impede the pruning program
- relevant legislation and/or regulations that may impact on a tree pruning program.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- plan operations in such a way that no damage occurs to equipment, property, environment, trees or personnel
- calculate pruning program resources and relevant costs
- document a program in a clear and concise manner for ease of interpretation
- communicate with personnel to ensure understanding of requirements of the program
- use of tree management databases.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can communication of ideas and information (3) be applied?</td>
<td>Communication of ideas and information may be applied when undertaking a site assessment in response to management and/or client requests.</td>
</tr>
<tr>
<td>2. How can information be collected, analysed and organised (3)?</td>
<td>Information may need to be collected, analysed and organised when assessing pruning strategies for a large pruning program.</td>
</tr>
<tr>
<td>3. How are activities planned and organised (3)?</td>
<td>Activities may need to be planned and organised according to seasonal and prevailing weather conditions.</td>
</tr>
<tr>
<td>4. How can team work (3) be applied?</td>
<td>Planning a tree pruning program may involve working with other members of a team to complete and achieve the program outcomes.</td>
</tr>
<tr>
<td>5. How can the use of mathematical ideas and techniques (3) be applied?</td>
<td>Mathematical concepts may be used to calculate pruning program resources and associated program costs.</td>
</tr>
<tr>
<td>6. How can problem-solving skills (3) be applied?</td>
<td>Problem solving skills may need to be applied if the pruning program, planned and implemented, causes undue stress to trees.</td>
</tr>
</tbody>
</table>
7. How can the use of technology (3) be applied?
The use of technology may be applied in the documenting of the program.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
**RTF4014A Plan a growing-on program**

This competency standard covers the process of developing a growing-on plan in production nurseries. The development of the growing-on plan is likely to be undertaken without supervision, with only general guidance on progress sought by senior management.

The work requires detailed knowledge about quality assessment, production scheduling and crop requirements such as growing media, environmental parameters and plant treatments.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Identify issues affecting the growing-on program | 1.1 *Production requirements* are determined in consultation with management.  
1.2 Factors, which could limit the production of nursery plants, are identified.  
1.3 *OHS hazards* are identified, risks assessed and controls implemented.  
1.4 The *environmental implications* in relation to a growing-on program are considered. |
| 2 Develop the growing-on plan | 2.1 Activities involved in the growing-on program are identified.  
2.2 Labour, *materials, tools and equipment* needs are identified.  
2.3 *Environmental parameters* are selected and altered to meet plant needs and production plans.  
2.4 *Growing media requirements* are determined according to the needs of the plant and production plans.  
2.5 Planting dimensions and layout are determined according to production plans.  
2.6 *Treatments* required for the growing-on program are identified.  
2.7 *Hygiene requirements* for the growing-on program are identified according to industry best practice. |
| 3 Document the growing-on plan | 3.1 The growing-on plan is documented according to enterprise policy and includes all the information identified in the development stage.  
3.2 A budget supporting the plan is documented and approval sought by management.  
3.3 A schedule of activities is organised according to production plans. |
3.4 The growing-on plan and schedule of activities are communicated clearly to staff.

4.1 The health of the plants are monitored to ensure they are at optimum growth.

4.2 Treatments are modified as required to maintain optimum growth.

4.3 Plants ready for dispatch are checked to ensure they meet customer specifications.

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What production requirements may impact on the growing-on program?

- Production requirements may include budget, plant species, plant characteristics, growth habits and cultural requirements, growing environment, the purpose or intended use of the plants, materials, after-care, and timelines for the growing-on program.

What factors may limit the growing-on program?

- Limiting factors may include market fluctuation, budget, and availability of stock or materials, service or equipment failure, infection and personnel problems.

What nursery plants may apply to growing-on operations?

- Nursery plants may include seedlings, bulbs, divisions, containerised plants, field-grown plants, flowering plants, foliage plants, grafted plants, tissue culture plants and stock plants.

What OHS hazards may be identified in the work area?

- Hazards may include hazardous chemicals; potentially hazardous pot media, composts and organic products; water, dust and splashed or windborne inoculum; manual handling, moving equipment and vehicles, sharp hand tools, noise, pests, and slippery or uneven surfaces.

What environmental implications are likely to be considered when planning a growing-on program?

- Environmental considerations may include drainage and the effective management of high nutrient effluent situations, the safe disposal of unused growing media and treatment materials, chemicals and chemical containers, and the control of contaminants from soil, water or vegetable matter.
What materials, tools and equipment may be required for growing-on activities?

- Materials, tools and equipment may include pots and containers, plant supports, ties, secateurs, knives and other cutting instruments, shovel, trowel, bins, trailers, wheelbarrow, trolley, mechanical trolley, small tractors, rubbish bins, potting machine, and media mixing equipment.

What environmental parameters may be relevant to this unit?

- Environmental parameters may include temperature, humidity, light, moisture, atmospheric gases and airflow.

What growing media requirements may need to be determined in order to meet plant needs?

- Growing media requirements may need to be determined using recognised testing procedures for pH, drainage, aeration, salinity, nitrate levels and water repellence to ensure that it meets the needs of the growing-on plan. Media components may include sand, potting mix, gravel, gro-wool, sawdust, pine bark, perlite, vermiculite, foam, peat, amendments, nutrients, ameliorants, ash, rice hulls, sphagnum moss, scoria, commercial mixes, and water (hydroponics). Mixing of growing media components and disinfestation may also be required.

What treatments are likely to be carried out?

- Treatments may include environmental intervention in controlled environment structures, chemical intervention such as fertiliser, pest controls, and growth regulators, and mechanical intervention such as root and foliage pruning, formative pruning and staking.

What hygiene requirements may apply to industry best practice?

- Hygiene requirements may include removing all dirt and organic matter from production surfaces, tools and equipment, disinfecting production surfaces, tools and equipment, disinfestation and removal of plant and media waste, hand washing, footbaths, access restrictions, and handling practices which minimise cross contamination.

What customer specifications need to be checked before plants are dispatched?

- Customer specifications may be verbal or written and include detailed descriptions of required plant attributes such as species, size, shape, colour, shipping quality; delivery details such as labelling, time and place, and any other special conditions.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning a growing-on program requires evidence that production issues can be identified and addressed, a schedule of growing-on operations can be developed, and the performance of growing-on activities can be overseen and monitored.

The skills and knowledge required to plan a growing-on program must be transferable to a different work environment. For example, this could include different plant species, growing-on techniques and enterprise guidelines.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Worksafe Australia criteria for the labelling and handling of ‘Hazardous Substances’
- enterprise and industry hygiene standards required for growing-on activities, including State Nursery Industry Association (NIAA) Best Practice Guidelines
- environmental implications of the disposal of chemicals or chemical containers, and the drainage of high nutrient effluent
- optimal growing requirements of nursery plants
- enterprise and industry quality standards of nursery plant production
- common problems that may occur while performing growing-on activities in a controlled environment and preventative/corrective action that may apply
- processes and techniques for preparing, costing and documenting plans for and scheduling growing-on activities
- testing methods applied to propagation media
- preferred types of propagation media for different species
- chemical, cultural and biological pest, weed and disease control techniques
- application techniques for chemical and non-chemical intervention or treatments.
To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- conduct literature and consultative research to obtain information about production requirements, growth conditions, and marketing implications
- negotiate and document plans
- write reports for the understanding of staff, supervisors, clients and contractors
- calculate the cost, spatial and logistical requirements of all aspects of the growing-on program.

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Production requirements, environmental parameters and controls, growing techniques and budgetary considerations may be communicated with management orally and in writing. There is likely to be negotiation between the planner of the growing-on program and management to achieve objectives.

2. How can information be collected, analysed and organised (3)?
   Some information may need to be researched and/or obtained from test results. Information addressing the specific requirements of the growing-on program may be analysed and outcomes discussed with management and other members of the work team. Information about the growing-on program may be organised and presented as documented plans, written work procedures, timeline chart and schedules for growing-on activities.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <strong>How are activities planned and organised (3)?</strong></td>
<td>The planning process may need to proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The growing-on plan may reflect the activities required to implement the program.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>How can team work (3) be applied?</strong></td>
<td>Planning a growing-on program may involve working with other members of a team to achieve the desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>How can the use of mathematical ideas and techniques (3) be applied?</strong></td>
<td>Mathematical concepts may be required to measure quantities and calculate production records, resources, costs, ratios, scales, planting, and application rates.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>How can problem-solving skills (3) be applied?</strong></td>
<td>Problems relating to the supply of materials and stock, growing environment, plant health, workplace safety, tools, equipment and machinery, team members, hazardous situations and environmental issues, may arise during the growing-on works.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>How can the use of technology (3) be applied?</strong></td>
<td>Technology may be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from soil tests and production statistics, and to produce the plan.</td>
<td></td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.
RTF4015A Plan a propagation program

This competency standard covers the process of planning a propagation program. Planning requires consideration of management and marketing requirements, selection of appropriate propagation techniques and environmental controls, OHS hazards and hygiene standards.

Planning is usually undertaken without supervision, and with only general guidance on progress sought by managers. Responsibility for and limited organisation of the work of others may be necessary. Competency is demonstrated by the application of a broad range of skills and detailed underpinning knowledge to planning and propagation processes, such as propagation techniques, plant varieties and cultivars, weed, pest and disease recognition and control, and plant health requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carry out preliminary planning activities for a plant propagation program</td>
</tr>
<tr>
<td>1.1</td>
<td>Management and marketing <strong>requirements</strong> are confirmed and understood.</td>
</tr>
<tr>
<td>1.2</td>
<td>Space requirements for propagation program are evaluated.</td>
</tr>
<tr>
<td>1.3</td>
<td><strong>Propagation techniques</strong> are determined according to species and sound horticultural practice.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Environmental parameters</strong> that impact on propagation are determined.</td>
</tr>
<tr>
<td>1.5</td>
<td>Budget for the propagation program is negotiated with management.</td>
</tr>
<tr>
<td>1.6</td>
<td><strong>OHS hazards</strong> associated with the propagation program are identified, risks assessed and controls implemented.</td>
</tr>
<tr>
<td>2</td>
<td>Develop the propagation plan</td>
</tr>
<tr>
<td>2.1</td>
<td>Labour, <strong>materials, equipment and machinery</strong> needs are identified.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Propagation media requirements</strong> are determined according to the propagation method and needs of the plant.</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Strategies</strong> to modify environmental conditions are determined according to the type of plant and propagation method used.</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>Selection criteria</strong> for the propagation material is determined according to the type of plant and propagation method.</td>
</tr>
<tr>
<td>2.5</td>
<td><strong>Hygiene requirements</strong> for propagation activities are determined.</td>
</tr>
<tr>
<td>2.6</td>
<td>Propagation plan and schedule of activities are communicated clearly to staff.</td>
</tr>
</tbody>
</table>
3 Monitor success of propagation activities

3.1 Variances from plan and scheduled activities are identified and recorded.

3.2 Propagated plants are assessed for health, quality and viability according to enterprise quality standards.

3.3 Remedial procedures are planned to meet marketing objectives and business imperatives.

### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>What requirements may management or marketing impose on the propagation plan?</th>
<th>Requirements may include budget limitations, propagation technique, controlling the growing environment; plant species, growth habits and cultural requirements; the purpose or intended use of the propagated plants, maintenance services for propagation after-care, quality specifications and timelines for the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What propagation techniques might be required?</td>
<td>Propagation techniques may include seed, cuttings, layering, growing on tissue cultured plants, division or splitting, budding, grafting, spores and cloning.</td>
</tr>
<tr>
<td>What environmental parameters may need to be considered in order to control the growing environment?</td>
<td>Environmental parameters may apply to a field nursery or environmentally controlled structure, and may include temperature, wind, light, humidity and frost.</td>
</tr>
<tr>
<td>What OHS hazards may be identified as part of the plan for implementing propagation works?</td>
<td>Hazards may include air- and soil-borne microorganisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, solar radiation, dust, noise, machinery and machinery parts, slippery and uneven surfaces.</td>
</tr>
<tr>
<td>What materials, equipment and machinery may be required for conducting propagation activities?</td>
<td>Materials, equipment and machinery may include shade cloth, plastic fencing, tape, support structures, labels, irrigation equipment, heaters, coolers, fans, vents, fogging/misting systems, screens; secateurs, propagation knives, razor blades and other cutting instruments; sharpening stone, strop, linear measure, grafting machine, plastic containers and trays, vermiculite boxes, wheelbarrow, trolley, mechanical trolley, shovel, water spray container, dibblers and rubbish bins.</td>
</tr>
<tr>
<td>What <strong>propagation media requirements</strong> may need to be determined in order to meet plant needs?</td>
<td>• Propagation media requirements will be specific to the species and method of propagation, and may need to be determined using recognised testing procedures for pH, drainage, aeration, salinity, nitrate levels and water repellence to ensure that it meets the needs of the propagation plan. Types of propagation media may include sand, potting mix, gravel, scoria, rock wool, gro-wool, sawdust, pine bark, perlite, vermiculite, water (hydroponics) and conditioners/additives.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>What <strong>strategies</strong> may be employed to modify the growing environment?</td>
<td>• Strategies that may be employed to modify the growing environment include cooling by manual or automatic processes such as the use of vents, exhaust fans, evaporative coolers, wetting walls; heating by manual or automatic processes such as the use of wall heaters, ducts, heating lines or under-bed heating systems; controlling air circulation to maintain uniform temperatures and relative humidity, such as ventilation or wind breaks; use of artificial light; carbon dioxide enrichment, and irrigation.</td>
</tr>
<tr>
<td>What <strong>selection criteria</strong> may be applied to propagation material relevant to this unit?</td>
<td>• Selection criteria for propagation material may include company specifications and quality standards; the use of certified parent stock; ensuring parent stock is well nourished and healthy, free from disease, pest, frost or mechanical damage; results from recognised testing procedures, such as leaf tissue analysis; and the season.</td>
</tr>
<tr>
<td>What <strong>hygiene requirements</strong> are relevant to propagation activities?</td>
<td>• Hygiene requirements may involve hand washing, removing all media and organic matter from production surfaces, tools and equipment; disinfecting production surfaces, tools and equipment; disinfecting/sterilising propagation media; disinfestation and removal of plant and media waste, footbaths; access restrictions and handling practices which minimise cross contamination, including enterprise quarantine policies and legislation.</td>
</tr>
<tr>
<td>What processes may be involved when propagated plants are <strong>assessed</strong> during after care?</td>
<td>• Assessment will involve inspection, recognised analytical procedures, recording and interpreting production statistics.</td>
</tr>
</tbody>
</table>
What remedial procedures may be applied to propagated plants?

- Remedial procedures may be required in response to damage or loss, pest and disease problems, and marketing requirements, and may include quarantine/isolation procedures, schedule amended, integrated pest management, cultural intervention such as fertilising, misting, tip/root pruning, spraying growth hormones, light manipulation, temperature changes, increased/decreased humidity, tying, staking, taping; removing and disposing of damaged plant material, and irrigation.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing a propagation plan requires evidence that a schedule of propagation activities can be developed, propagation works can be implemented, and the performance and success of propagation activities can be monitored.

The skills and knowledge required to implement a propagation plan must be transferable to a different work environment. For example, this could include different plant types, propagation techniques and enterprise procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- OHS hazards associated with undertaking propagation activities, and the controls necessary to remove or minimise risks associated with them
- Practical understanding of the OHS and environmental issues associated with use and disposal of propagation media
- Enterprise and industry hygiene standards required for propagation activities, including relevant quarantine regulations
- Industry and enterprise quality specifications for parent plants and propagation materials
- Common problems that may occur while performing
propagation activities in a controlled environment, and preventative/corrective action that may apply

- processes and techniques for preparing, costing and documenting plans for and scheduling propagation activities
- identification, propagation and establishment techniques required for a range of plant varieties and cultivars
- monitoring staff performance
- Plant Breeders Rights (PBR) and related legislation
- aftercare requirements for a range of propagated plant varieties and cultivars
- testing methods applied to propagation media
- preferred types of propagation media for different species
- chemical, cultural and biological pest, weed and disease control techniques
- application techniques for chemical and non-chemical intervention or treatments.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- conduct literature and consultative research to obtain information about propagation requirements, growth conditions, and marketing implications
- negotiate and document plans
- write reports for the understanding of staff, supervisors, clients and contractors
- calculate the cost, spatial and logistical requirements of all aspects of the propagation works
- analyse basic statistical data to monitor performance and success of propagation activities.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Marketing objectives, site environmental controls, propagation techniques and budgetary considerations should be communicated with management orally and in writing. There is likely to be negotiation between the planner of the propagation program and management to achieve objectives.

2. How can information be collected, analysed and organised (3)?
   Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the propagation program should be analysed, and outcomes discussed with management and other members of the work team. Information about the propagation program should be organised and presented as documented plans, written work procedures, timeline chart and schedules for propagation activities.

3. How are activities planned and organised (3)?
   The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The propagation plan should reflect the activities required to implement the program.

4. How can team work (3) be applied?
   Planning a propagation program may involve working with other members of a team to achieve the desired outcomes.

5. How can the use of mathematical ideas and techniques (3) be applied?
   Mathematical concepts will be required to measure quantities, distances, depth, and calculate production records, resources, costs, areas, ratios, scales, planting and application rates.
6. How can **problem-solving skills (3)** be applied?

Problems relating to vagaries of the growing environment, poor germination or strike rate, plant health, propagation and aftercare techniques, workplace safety, tools, equipment and machinery, team members, inclement weather, hazardous situations and environmental issues, may arise during the revegetation works.

7. How can the **use of technology (3)** be applied?

Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from soil tests and production statistics, and to produce the propagation plan.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.
RTF5012A Manage a controlled growing environment

This competency standard covers the process of managing controlled growing environments. Management includes assessing a controlled growing environment to establish optimum parameters and resources for a chosen crop, preparing a management plan and monitoring outcomes.

Work is usually undertaken without supervision, with only general guidance on progress sought by senior management. Responsibility for the work of others may be involved and team co-ordination may be required. Management of controlled growing environments requires extensive horticultural knowledge and practical skills, particularly in plant physiology and growth needs, controlled environment systems, monitoring, reporting and forward planning.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify crop requirements</td>
</tr>
<tr>
<td>1.1</td>
<td>Crop growth and production requirements are determined according to enterprise production plan.</td>
</tr>
<tr>
<td>1.2</td>
<td>Environmental parameters for optimal growing conditions for the specific crop are researched using available information resources.</td>
</tr>
<tr>
<td>1.3</td>
<td>Controlled growing environment factors are identified and evaluated for their ability to provide optimal growing conditions throughout crop development.</td>
</tr>
<tr>
<td>2</td>
<td>Determine requirements for controlled growing environment</td>
</tr>
<tr>
<td>2.1</td>
<td>Structures, machinery, equipment, and resources required to control environmental conditions are identified, costed and availability confirmed.</td>
</tr>
<tr>
<td>2.2</td>
<td>OHS hazards are identified, risks assessed and controls implemented.</td>
</tr>
<tr>
<td>2.3</td>
<td>Detrimental environmental impacts associated with the controlled growing environment system are identified and controls sanctioned.</td>
</tr>
<tr>
<td>3</td>
<td>Prepare a management plan for controlled growing environment</td>
</tr>
<tr>
<td>3.1</td>
<td>Management objectives for controlled growing environment are determined, consistent with production plan.</td>
</tr>
<tr>
<td>3.2</td>
<td>A schedule of environmental control procedures is developed according to controlled environment management objectives.</td>
</tr>
<tr>
<td>3.3</td>
<td>Staff training needs are evaluated in regard to operation and maintenance of environmental control systems, and reported to senior management.</td>
</tr>
</tbody>
</table>
3.4 A budget supporting the controlled environment management plan is documented and approval sought by senior management.

3.5 The schedule of environmental control procedures is communicated clearly to staff.

<table>
<thead>
<tr>
<th>4</th>
<th>Monitor environmental control systems</th>
</tr>
</thead>
</table>

4.1 Controlled environment **indicators and thresholds** for **remedial action** are identified for monitoring, according to industry best practice.

4.2 Monitoring frequency and schedule is developed according to the requirements of the production plan and communicated clearly to staff.

4.3 All monitoring data is recorded, analysed and applied to management of the controlled environment system, to ensure optimal plant development.

4.4 Remedial action undertaken is documented and reported to senior management according to enterprise policy.

4.5 Costs of the controlled growing environment system are monitored against budget.

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What **crop** plants are relevant to this standard?

- Industry sectors involved in production may include nursery, floriculture and production horticulture.
- Plants may include flower, foliage or oil crops, vegetables, fruit, nuts, mushroom crops, containerised and open-rooted grown plants.

What **environmental parameters** may be identified for the specific crop plants?

- These should include parameters for optimal range of temperature, light quality, air flow, humidity, media type and components, water quality, flow and components for the required crop performance and minimisation of conditions suitable to identified pests and diseases for the specific crop.
<table>
<thead>
<tr>
<th>What available information resources may be used to research specific crop requirements?</th>
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<tbody>
<tr>
<td>• Information resources may include the knowledge of team members, senior managers and self; specific industry, technical and research literature; government, university and library based literature and Internet resources; supplier specifications, catalogues, enterprise sales figures and production records, local historical performance data and industry best practice guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What controlled growing environments may require management for optimal growing conditions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• These may include partially or completely enclosed nursery, growing on, hardening up and hydroponic production and display systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What environmental factors of the site may need to be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Growing environment factors may include relevant aspects of ambient humidity, light, growing media mean temperature, season and day length, air quality, nutrient and dissolved gas availability, toxicities and deficiencies, weeds, pests, diseases and beneficial organisms, site aspect and slope, and natural and artificial water supplies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What structures, machinery and equipment may be required to manipulate environmental conditions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structures may include adjustable or fixed air vents, shade and windows.</td>
</tr>
<tr>
<td>• Machinery and equipment may include computerised, LED, or mechanically operated pumps, fans, humidifiers, generators, heaters, reticulation units; growth media, air, plant tissue and water analysis equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What other resources may be required to manipulate environmental conditions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• These may include labour, technological qualification of team members, financial resources, and supply of services and materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What OHS hazards may be identified in the work area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hazards may include hazardous chemicals; potentially hazardous pot media, composts and organic products; water and dust and splashed or windborne inoculum; manual handling, moving equipment and vehicles, sharp hand tools, noise, pests, and slippery or uneven surfaces.</td>
</tr>
</tbody>
</table>
What **controls** may be introduced to minimise the risk of OHS hazards?  
- Controls should be introduced according to enterprise OHS policies and procedures and may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of PPE including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; appropriate use of safety equipment such as signage and protective barriers; basic first aid available on site; personal hygiene, and reporting problems to supervisors.

What detrimental **environmental impacts** may be considered for managing conditions of the controlled growing environment?  
- Environmental impacts may include nuisance noise and particulate and gaseous emissions associated with the operation of pumps, spray units and cooling/heating equipment.

What **management objectives** may influence the development of the management plan?  
- Management objectives may include financial, logistical, cultural, aesthetic, legal or environmental considerations; process or product specifications, company policy, OHS, existing equipment and structures, training, maintenance services, and timelines for the program.

What **indicators and thresholds** would apply when monitoring the controlled environment?  
- Indicators and thresholds may be included in enterprise quality standards and specifications, customer specifications and industry standards. They will relate to environmental parameters that may be set or adjusted in response to crop health and vigour, size, shape, colour, watering and nutritional requirements.

What **remedial action** may be required for crops that are below defined thresholds?  
- Remedial action may include watering, pest and disease control, and manipulation of environmental parameters.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing controlled growing environments requires evidence that the environmental requirements of plants can be determined, a management plan for a controlled environment system can be developed, the controlled environment system can be monitored and remedial actions implemented.

The skills and knowledge required to manage controlled growing environments must be transferable to a different work environment. For example, this could include different growing environments and systems, plant varieties and enterprise procedures and policies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- legislation and regulations relating to the controlled environment systems
- techniques and methods of implementing optimal growing conditions for a range of horticultural crops
- controlled environmental conditions in regard to crop plant physiology, growth stages, and product quality and quantity
- quality production methods and techniques for a range of controlled environment plants
- market requirements for crop quantity and quality
- monitoring, analysis and recording systems.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- communicate and negotiate verbally and in writing with staff, managers, suppliers, clients and consultants
- research information using available technology
- record information according to enterprise and industry standards
- document plans, specifications and work procedures, and write reports
- prepare budgets
- use a range of financial analysis tools to determine viability of the system.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?

Results of analysis and monitoring, and selection of resources and equipment should be communicated with the manager orally and in writing. There is likely to be negotiation with contractors, suppliers and members of the work team to achieve the program objectives.

2. How can information be collected, analysed and organised (3)?

Information will need to be obtained from assessment of environmental factors and controls, and monitoring. Information obtained should be analysed and outcomes discussed with senior management and other members of the work team. Information about environmental control strategies should be organised and presented as a documented plan.
3. How are **activities planned and organised** (3)?

   The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. Work activities of self and others may need to be planned and organised in order to meet enterprise objectives within time constraints.

4. How can **team work** (3) be applied?

   Management of a controlled growing environment will involve working with other members of a team to optimise growing conditions and achieve enterprise objectives within time constraints.

5. How can the use of **mathematical ideas and techniques** (3) be applied?

   Mathematical concepts may be required to measure quantities, distances, depth, and calculate areas, resources, costs, ratios, scales and application rates, and analyse data from instruments and external agents.

6. How can **problem-solving skills** (3) be applied?

   Problems relating to detrimental plant symptoms, changing conditions, availability of resources, tools, equipment and machinery, costs, environmental issues and monitoring may arise during management of the controlled environment and require problem-solving skills to rectify.

7. How can the use of **technology** (3) be applied?

   Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from tests and production statistics, and to produce the plan.

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**Are there other competency standards that could be assessed with this one?**

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.
SRODRV001B Drive and recover a 4WD vehicle

Unit Descriptor
This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the skills and knowledge required to use appropriate range, gear and techniques to drive a four wheel drive vehicle through and over different terrain and apply basic vehicle recovery techniques. It relates only to the specialist skills and knowledge for four wheel drive vehicles. General driving and maintenance skills are covered in other units.

ELEMENT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Identify four wheel drive specific terms, terminology and techniques</td>
<td><strong>1.1</strong> Identify the structural and handling differences between a conventional two wheel drive and a four wheel drive vehicle</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong> Identify and demonstrate the purpose and use of front wheel hubs</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong> Identify factors affecting tyre size, fitment, rating, and pressure</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong> Identify correctly, recovery hooks and mounting features</td>
</tr>
<tr>
<td></td>
<td><strong>1.5</strong> Identify hazards associated with incorrect use of vehicle features or equipment</td>
</tr>
<tr>
<td><strong>2</strong> Plan for minimal environmental impact</td>
<td><strong>2.1</strong> Determine human <strong>impacts caused by outdoor recreation activities</strong> on natural processes and interrelationships and the types of impact likely to occur during four wheel driving and associated activities</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Assess if particular settings offer appropriate recreation opportunities by examining the nature of the activities and matching it with the <strong>characteristics of the settings</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong> Identify current <strong>management strategies</strong> implemented by land managers for environmental asset management</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong> Demonstrate compliance with land management principles and policies when planning the activity location/site</td>
</tr>
<tr>
<td></td>
<td><strong>2.5</strong> Comply with policies and management plans relevant to the activity area</td>
</tr>
<tr>
<td></td>
<td><strong>2.6</strong> Plan and conduct activities in a manner which minimises environmental impact</td>
</tr>
</tbody>
</table>
2.7 Adopt and modesitive and caring attitude towards the natural environment throughout activities
2.8 Demonstrate cooperation and consideration towards other users in settings where multiple use occurs
2.9 Identify basic techniques to determine the nature and degree of impact and evaluate the effectiveness of minimal impact practices
2.10 Modify impact reduction strategies, where necessary, after evaluation

3 Perform pre-departure checks
3.1 Perform routine pre-departure checks under the bonnet, under the body, and on external and internal items and accessories
3.2 Take action to correct any deficiency
3.3 Determine food and water requirements for journey
3.4 Select suitable navigation equipment where necessary
3.5 Interpret weather conditions to determine suitability for activity
3.6 Apply safe vehicle loading practices
3.7 Secure items of personal luggage safely
3.8 Advise passengers of any special safety precautions to be taken when traversing rough terrain

4 Use the features of a four wheel drive vehicle to drive in a variety of terrain types
4.1 Operate four wheel drive vehicles correctly and safely both on and off road, in accordance with road rules, principles of four wheel driving and occupational health and safety regulations
4.2 Apply smooth accelerator control strategies over a range of terrain types
4.3 Demonstrate recommended braking techniques for hard top surfaces and off road conditions
4.4 Identify situations where the engagement of four wheel drive is required, correctly
4.5 Engage correctly, where relevant, front hubs or centre differential lock (constant four wheel drive vehicles)
4.6 Survey track to identify hazards, assess risk and select a best route
4.7 Select routes to minimise damage to the environment
4.8 Use appropriate range, gear, speed, driving and braking technique to negotiate a range of terrain0 types whilst maintaining control of vehicle at all times
4.9 Perform a stop stall key start recovery procedure on a moderate incline
4.10 Check, where necessary, brakes and undercarriage after negotiating varying terrain
4.11 Perform repairs to damaged tracks if necessary
4.12 Use standardised operating procedures when travelling in company with other vehicles
4.13 Maintain appropriate hand positioning on steering wheel

5 Use a single snatch strap to recover a vehicle

5.1 Identify risks associated with vehicle recovery and develop and implement strategies to minimise risks
5.2 Identify recovery hooks
5.3 Confirm use of recommended mounting strategy on the four wheel drive vehicle and use of rated recovery equipment when practicable
5.4 Demonstrate procedures for preparing vehicles for recovery
5.5 Demonstrate techniques to minimise impact on the environment during vehicle recovery
5.6 Demonstrate techniques for joining 2 snatch straps
5.7 Coordinate safe recovery of a four wheel drive vehicle using a single snatch strap
5.8 Perform post recovery checks and repairs, correctly

6 Perform maintenance and minor repairs on four wheel drive vehicles

6.1 Select/access maintenance equipment correctly, including spares and fluids, prior to departure after consideration of contextual issues
6.2 Check vehicles regularly prior to and during trip and correctly perform routine maintenance/repair tasks
6.3 Make vehicle performance reports to the designated person
6.4 Demonstrate safe use of a jack to support a four wheel drive vehicle on uneven ground
KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 – at this level, the candidate is required to undertake tasks effectively.
Performance Level 2 – at this level, the candidate is required to manage tasks.
Performance Level 3 – at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Examples of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>1</td>
</tr>
<tr>
<td>How are ideas and information communicated within this competency?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>1</td>
</tr>
<tr>
<td>How are problem solving skills applied?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>1</td>
</tr>
<tr>
<td>How are mathematical ideas and techniques used?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>3</td>
</tr>
<tr>
<td>How is use of technology applied?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>2</td>
</tr>
<tr>
<td>How is team work used within this competency?</td>
<td>Examples of how the Key Competencies apply in this unit are not provided</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below.

Basic techniques (all categories)  
- observation  
- questioning

Characteristics of the settings (all categories)  
Biological, including  
- vegetation  
- landscape  
- topography  
- scenery
Social, including
  • number of people present and activities they pursue
Managerial, including
  • ownership
  • development
  • access regulations

Contextual issues (all categories)
  • duration of trip
  • type of terrain to be covered
  • remoteness of area to be visited

Impacts caused by outdoor recreation activities (all categories)
  • pollution with foreign matter (human waste, rubbish, soap, detergent)
  • vegetation tramping and breakage
  • breakage and dislodgment of rock and other formations
  • compaction of soil and other deposits
  • disturbance of fauna
  • introduction of new flora and fauna
  • chemical alteration of environments
  • damage to, or inappropriate behaviour in, cultural sites
  • graffiti
  • reduction in decomposing timber
  • campfire scars
  • noise
  • intrusion into private lives and culture
  • development of facilities and signs

Management strategies (all categories)
  • dispersal of use
  • concentration of use
  • site location
  • site hardening or shielding
  • type of use
  • zoning
  • size limitations
Range of terrain types (six categories)

- moderate inclines (up and down)
- sloping terrain
- very soft ground
- rocky areas
- sand
- axle deep water crossings
- mud/black soil
- snow/ice (where relevant)

Routine maintenance/repair tasks (all categories)

- changing wheels in uneven terrain
- fluid top up

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of safe four-wheel driving and recovery techniques in the work environment
- Assessment of performance should be over a minimum of two (2) different occasions, (for example over consecutive days), covering the prescribed number of categories from the Range Statements
- In particular, assessment must confirm the ability to
  - safely and correctly use the features of a four wheel drive to negotiate a range of different terrain types, both day and night (terrain will vary according to work environment/location)
  - use appropriate technique and ability to safely recover a four wheel drive vehicle using a single snatch strap
  - apply maintenance and repair techniques specific to four wheel drive vehicles
  - be aware of, and use, minimal environmental impact practices
Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s)
  - possess a current open driver’s licence
- This unit must be assessed in conjunction with the following unit(s)
  - SROODR002A Plan outdoor recreation activities
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
  - TDTB03 01A Carry out vehicle maintenance

REQUIRED KNOWLEDGE AND SKILLS

Required knowledge

- Features and handling characteristics of four wheel drive vehicles
- Four wheel driving techniques in different terrain
- Terms used to describe four wheel drive capabilities (approach and departure angles, ramp over angle, ground clearance, suspension travel)
- Differences between four wheel drive and four wheel drive vehicles and their impacts on vehicle operation and capability
- Tyre management principles
- Environmental impact of four wheel driving
- Occupational Health and Safety legislation relevant to the use of four wheel drive vehicles
- Use of single snatch straps to recover vehicles and hazards associated with vehicle recovery
- Techniques for travelling in convoy
- Minimum impact codes
- Legal and statutory requirements (of land management agencies)
- Specific problems of fragile environments or threatened species
- Area restrictions
- Natural processes and interrelationships occurring within natural environments and the manner in which interrelationships between natural processes can be affected
• General knowledge of factors affecting land management planning (eg, limits of acceptable change, recreation succession)

• Familiarity with terms used in planning for appropriate use of sites/locations (recreation setting, recreation opportunity)

• Cultural protocols for making contact and communicating with indigenous people and organisations

• Practices which may be implemented to minimise impact (eg, avoidance of sensitive areas, appropriate site and route selection, limited party size, keeping to marked tracks or routes, campfire management and rehabilitation)

• Practices and procedures used by land management authorities to reduce impact
  - restricting access
  - limiting group size
  - seasonal restrictions,
  - use of permits
  - enforcing Codes of Ethics and Conduct

**Required skills**

• Four wheel driving techniques in different terrain

• Skills and attitude to reduce environmental impact

• Vehicle recovery using single snatch straps

• Research and evaluation of impact through observation and questioning

• Problem solving and solution focused strategies

**Resource implications**

• Physical resources - assessment of this competency requires access to
  - a suitable four wheel drive vehicle
  - a suitable outdoor environment where four wheel drive skills may be demonstrated
  - maintenance/repair resources
  - recovery equipment
  - food and water resources
  - map(s) and compass
- Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, an assessor (or persons within the assessment team) should
  - be competent in this unit but preferably be competent in the unit at the level above, i.e., SRODRV002B
  - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment
  - be current in their knowledge and understanding of the industry through provision of evidence of relevant involvement in the activity
  - have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A

Consistency in performance

- Due to issues such as the variation in possible terrains, this unit must be assessed over a minimum of two (2) different occasions, (for example over consecutive days), in order to ensure consistency of performance over the prescribed number of variables and contexts applicable

Context for assessment

- This unit must be assessed on the job through practical demonstration or through simulation with a four wheel drive vehicle in environments where four wheel drive skills may be demonstrated
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes
TAAASS401A Plan and organise assessment

Unit Descriptor
This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

Competency Field
Assessment

Application of the Unit
This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the TAA04 Training and Assessment Training Package: TAADES501A Design and develop learning strategies (in a learning and assessment pathway) and TAAASS501A Lead and co-ordinate assessment systems and services (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). TAADES401A Use Training Packages to meet client needs addresses this skill in depth.
The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements define the critical outcomes of a unit of competency.</td>
<td>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <em>Italicised terms are elaborated in the Range Statement.</em></td>
</tr>
</tbody>
</table>

1. **Determine focus of assessment**

   1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment are established/confirmed with relevant people in accordance with legal/organisational/ethical requirements

   1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable

   1.3 The benchmarks for assessment are identified/confirmed and accessed

2. **Prepare the assessment plan**

   2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence

   2.2 Where competency standards are used as benchmarks, *all component parts of the competency standards*, are addressed in defining and documenting the evidence to be collected

   2.3 Any related documentation to support planning the assessment process is accessed and interpreted

   2.4 *Assessment methods and assessment tools are selected/confirmed* which address the evidence to be collected in accordance with the principles of assessment

   2.5 Specific material and physical resources required to collect evidence are identified and documented

   2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented

   2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented

   2.8 The assessment plan is confirmed with relevant personnel
3. **Contextualise and review assessment plan**

3.1 *Characteristics of the candidate/s* and any allowances for *reasonable adjustments and/or specific needs* are identified/clarified with relevant people and documented.

3.2 Where required, competency standards are *contextualised*, to reflect the operating environment in which assessment will occur, in accordance with *contextualisation guidelines*.

3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:
   - any contextualisation of competency standards
   - reasonable adjustment/s, where identified
   - integration of assessment activities, where appropriate and practical
   - capacity to support application for *recognition of current competence*.

3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed.

3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment.

3.6 Assessment plan/s are stored and retrieved in accordance with *assessment system policies and procedures* and legal/organisational/ethical requirements.

4. **Organise assessment arrangements**

4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements.

4.2 Any *specialist support* required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required.

4.3 Roles and responsibilities of all people involved in the assessment process are organised.

4.4 Effective *communication strategies* are established to encourage regular communication flow and feedback with relevant people involved in the assessment process.

4.5 Assessment record keeping and reporting arrangements are confirmed.
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**Purpose/s of assessment may include:**

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work – operate equipment/develop new skills
- licensing or regulatory requirements

**Context of assessment may include:**

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate’s workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment
Relevant people must include: • the candidate/s
• the assessor/s responsible for conducting the assessment/s, which may be self or other assessors

Relevant people may include: • the client, company or organisation
• team leaders, managers, supervisors
• delivery personnel
• technical/subject experts
• training and assessment coordinators
• industry regulators
• employee and employer representatives
• members of professional associations
• Commonwealth department official/Centrelink personnel/caseworker
• New Apprenticeship Centre (NAC) personnel

Legal/organisational/ethical requirements may include: • assessment system policies and procedures
• assessment strategy requirement
• reporting, recording and retrieval systems for assessment
• quality assurance systems
• business and performance plans
• access and equity policies and procedures
• collaborative/partnership arrangements
• defined resource parameters
• mutual recognition arrangements
• industrial relations systems and processes, awards/enterprise agreements
• Australian Quality Training Framework (AQTF) standards on assessment
• registration scope
• human resources policies/procedures
• legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
• relevant industry codes of practice
The assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:

- confidentiality and privacy requirements
- OHS considerations, including:
  - ensuring OHS requirements are adhered to during the assessment process
  - identifying and reporting OHS hazards and concerns to relevant personnel
- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification, where part of a Training Package
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines, where part of a Training Package
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence is:

- material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

Types of evidence may include:

- direct, e.g. observation of work activities under real/simulated work conditions, examples of work products
The rules of evidence guide the evidence collection process to ensure evidence is:

- indirect, e.g. third party reports from a range of sources
- supplementary, e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

valid, for example:
- address the elements and Performance Criteria
- reflect the skills and knowledge described in the relevant unit/s of competency
- show application in the context described in the Range Statement
- demonstrate performance skills and knowledge are applied in real/simulated workplace situations

- current, for example:
- demonstrate the candidate’s current skills and knowledge
- comply with current standards

- sufficient, for example:
- demonstrate competence over a period of time
- demonstrate repeatable competence
- not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

- authentic, for example:
- be the work of the candidate
- be corroborated/verified
All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Range Statement including advice on:
  - range of contexts/conditions to be met in assessment
  - aspects of the Performance Criteria that can be contextualised
  - information which adds definition to support assessment
  - links to knowledge and skills
  - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - Key Competencies/generic skills
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
- dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

Related documentation may include:

- requirements set out in the Assessment Guidelines of the relevant Training Package/s
- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
Assessment methods are the particular techniques used to gather different types of evidence and may include:

- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications
- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured assessment activities, for example:
  - simulation exercises/role-plays
  - projects
  - assignments
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning questionnaires
  - oral/written examinations (for higher AQF levels)
- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peers
### Assessment tools contain:
- the instruments developed from the selected assessment methods to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

### Selected/confirmed means:
- selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context
- confirmed in accordance with the assessment strategy, where appropriate

### Principles of assessment are:
- validity
- reliability
- flexibility
- fairness

### Material and physical resources may include:
- documents required for the assessors and candidates, including competency standards and assessment tools
- plant and equipment
- technology
- personal protective equipment
- venues for assessment
- adaptive technologies
- physical adjustments to assessment environment

### Assessment plan is the overall planning document for the assessment process and may include:
- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, polices and procedures

**Relevant personnel may include:**
- self in such contexts as one-person/small training and/or assessment organisation
- lead assessor
- training and/or assessment supervisor/coordinator
- training and/or assessment manager

**Characteristics of the candidate/s may include:**
- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment – personal/organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- psychiatric or psychological disability
- religious and spiritual observances
Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:

- adjustments to the assessment process taking into account candidate’s language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

Contextualised means:

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Contextualisation guidelines relate to:

- ANTA Guidelines on Training Package Contextualisation
- relevant Training Package contextualisation guidelines

Recognition of current competence is defined as:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognitions of prior learning/credit arrangements
• assessors – needs, qualifications, maintaining currency
• assessment reporting procedures
• assessment appeals
• candidate grievances/complaints
• validation
• evaluation/internal audit
• costs/resourcing
• access and equity/reasonable adjustment
• partnership arrangements
• links with human resource or industrial relations systems
• links with overall quality management system

Specialist support may include:
• assistance by third party – carer, interpreter
• development of online assessment activities
• support for remote or isolated candidates and/or assessors
• support from subject matter or safety experts
• advice from regulatory authorities
• assessment teams/panels
• support from lead assessors
• advice from policy development experts

Communication strategies may include:
• interviews (face-to-face or telephone)
• email, memos and correspondence
• meetings
• video conferencing/e-based learning
• focus groups
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

Evidence Requirements

Required knowledge includes:

- competency-based assessment: work focused, criterion referenced, standards-based, evidence-based
- the different purposes of assessment and different assessment contexts
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- the four principles of assessment and how they guide the assessment process
- what is evidence and different types of evidence
- the four rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities
- different resource requirements for assessment and associated costs
• where to source other relevant assessment information and how to incorporate this into the plan
• the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards
• sources and types of specialist support to candidates
• methodologies suitable for reviewing assessment tools
• the assessment system policies and procedures established by the industry and/or organisation
• risks and requirements associated with different assessment applications in various contexts, including:
  • capacities of assessors at higher AQF levels
• when linked to licensing
• legal implications of assessing competence
• the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards
• other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  • copyright and privacy laws in terms of electronic technology
  • security of information
  • plagiarism
  • licensing requirements
  • anti-discrimination including equal opportunity, racial vilification and disability discrimination
  • workplace relations
  • industrial awards/enterprise agreements
• OHS responsibilities associated with planning and organising assessment, such as:
  • hazards commonly found, and preferred risk controls for the specific assessment environment
Required skills and attributes include:

- OHS procedures to be observed in the assessment process
- safe use and maintenance of relevant equipment
- sources of OHS information

- cognitive interpretation skills to:
  - accurately interpret competency standards and other assessment documentation
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment
  - sort information

- observation skills to:
  - assess the effectiveness of the organisation’s assessment operations
  - identify where improvement to the assessment process can be made

- technology skills to:
  - use appropriate equipment and software to communicate effectively with others

- research and evaluation skills to:
  - obtain competency standards and other assessment information, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - identify and confirm required material and physical resources
  - evaluate feedback, and determine and implement improvements to processes
  - make recommendations

- planning skills relating to formulation of the assessment plan

- organisational skills relating to organising resources required

- literacy skills to:
  - read and interpret relevant information to design and facilitate assessment and recognition processes
  - prepare required documentation and information for those involved in assessment processes

- communication skills to:

- Required skills and attributes include:
• discuss assessment processes with clients and assessors
• establish professional relationships and networks
• sensitivity to access and equity considerations and candidate diversity
• capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)
• confirming assessment arrangements with key stakeholders
• providing and receiving feedback
• reporting as per regulatory and organisational requirements

Collecting, analysing and organising information (2)
• sourcing and locating information
• analysing documents and relevant information in developing the assessment plan

Planning and organising activities (2)
• developing a plan and timetable for assessment activities

Working in a team (2)
• collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback about planning the assessment process

Using mathematical ideas and techniques (2)
• analysing the cost of resources and determining methods to improve cost/time efficiency

Solving problems (2)
• responding to the immediate assessment environment by contextualising, amending, reviewing assessment plan documentation
• maintaining effective relationships with key stakeholders
Using technology (2)

- making adjustments to assessment tools
- preparing/storing the assessment plan

Products that could be used as evidence include:

- assessment plans
- modified/adjusted assessment tools to allow for specific needs
- contextualised competency standards
- documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

Resource implications for assessment include:

- access to relevant Training Package/s
- access to assessment materials and tools
- access to other relevant assessment information
- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
• assessment meets the rules of evidence
• a judgement of competence 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
• evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
  - address the provision of documented assessment plans
  - cover a range of assessment events
  - cater for a number of candidates
  - relate to different competency standards or accredited curricula
  - address recognition assessment
  - involve the contextualisation of competency standards and the selected assessment tools, where required
  - incorporate consideration of reasonable adjustment strategies
  - include organisational arrangements

Specific evidence requirements must include:

Integrated assessment means that:

• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAAASS402A Assess competence
  - TAAASS403A Develop assessment tools
  - TAAASS404A Participate in assessment validation
  - TAADES401A Use Training Packages to meet client needs.
TAAASS402A Assess competence

**Unit Descriptor**
This unit specifies the competence required to assess the competence of a candidate.

**Competency Field**
Assessment

**Application of the Unit**
This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.

This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in *TAAASS401A Plan and organise assessment*.

The competence specified in this unit is typically required by assessors.

**Element**
Elements define the critical outcomes of a unit of competency.

**Performance Criteria**
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised terms* are elaborated in the Range Statement.

**1. Establish and maintain the assessment environment**

1.1 The *assessment plan* is interpreted and *assessment system policies and procedures* and *organisational/legal/ethical requirements* for conducting assessment are confirmed with *relevant people*.

1.2 The relevant *benchmarks for assessment* and nominated *assessment tools* are accessed and interpreted to confirm the evidence to be collected and how it is to be collected.

1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, *reasonable adjustment*, re-assessment and appeals.
1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant

2. **Gather quality evidence**

2.1 The assessment plan is followed to guide the conduct of assessment and *assessment methods* and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence

2.2 *The principles of assessment* and *rules of evidence* are applied in gathering *quality evidence*

2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel

2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required

2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed

3. **Support the candidate**

3.1 Candidates are *guided* in gathering their own evidence to support *recognition of current competence*

3.2 Appropriate *communication* and *interpersonal skills* are used to develop a professional relationship with the candidate which reflects sensitivity to *individual differences* and enables *two-way feedback*

3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate’s needs and characteristics

3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence

3.5 *Specialist support* is accessed, where required, in accordance with the assessment plan

3.6 Any occupational health and safety (OHS) risk to person or equipment is *addressed* immediately

4. **Make the assessment decision**

4.1 *Limitations* in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:

- encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)
- addresses other related documentation
- complies with the rules of evidence

4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence

4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision

4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required

5. **Record and report the assessment decision**

5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

5.3 Recommendations for follow up action are submitted to relevant people, where required

5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions

6. **Review the assessment process**

6.1 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice

6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements

6.3 Reflection skills are used to review and self-evaluate assessment practice
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

An assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, polices and procedures

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
• assessment reporting procedures
• assessment appeals
• candidate grievances/complaints
• validation
• evaluation/internal audit
• costs/resourcing
• access and equity/reasonable adjustment
• partnership arrangements
• links with human resource or industrial relations systems
• links with overall quality management system
• assessment system policies and procedures
• reporting, recording and retrieval systems for assessment
• licensing/legal ramifications of assessing competence
• requirements of training and/or assessment organisations relating to assessment and validation
• quality assurance systems
• business and performance plans
• collaborative/partnership arrangements
• policies, procedures and programs
• defined resource parameters
• mutual recognition arrangements
• industrial relations systems and processes, awards/enterprise agreements
• Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments
• registration scope
• human resources policies/procedures
• legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
• relevant industry codes of practice

Organisational/legal/ethical requirements may include:
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
  - ensuring OHS requirements are adhered to during the assessment process
  - identifying and reporting OHS hazards and concerns to relevant personnel

**Relevant people may include:**
- the candidate/s
- other assessors
- the client, company or organisation
- team leaders, managers, supervisors
- trainers/facilitators
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink staff/caseworker
- New Apprenticeship Centre (NAC) personnel

**Benchmark/s for assessment refers to:**
- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:**
- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
Reasonable adjustment must not compromise the integrity of the competency standard and may include:

- adjustments to the assessment process taking into account candidate’s language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in Braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured activities, for example:
  - simulation exercises/role-plays
  - projects
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral/written examinations (for higher AQF levels)
- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
• review of products, for example:
  - products as a result of a project
  - work samples/products
• third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

**Principles of assessment guide the assessment process and must address:**
- validity
- reliability
- flexibility
- fairness

**Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:**
- valid
- sufficient
- authentic
- current

**Quality evidence addresses the rules of evidence and must:**
- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills/knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

**Guided means to explain to the candidate:**
- what is recognition-based assessment
- what are assessment tools
- how to use these tools
- the rules of evidence that must be met by the evidence they provide
Recognition of current competence is defined as:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Communication skills may include:

- providing constructive and supportive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting verbal messages
- assisting candidates to paraphrase advice/instructions to the assessor
- making clear and concrete presentations of options/advice

Interpersonal skills may include:

- accurately interpreting non-verbal messages
- engaging in two-way interaction
- using language appropriate to candidate, assessment context and work performance addressed by competency standards
- using language and concepts appropriate to cultural differences
- using culturally inclusive and sensitive techniques

Individual differences may include:

- English language, literacy and numeracy barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions
- age
- gender
Feedback may include:
- ensuring assessment process is understood
- ensuring candidate concerns are addressed
- enabling question and answer
- confirming outcomes
- identifying further evidence to be provided
- discussing action plans
- confirming gap training needed
- information regarding available appeal processes
- suggesting improvements in evidence gathering and presentation

Specialist support may include:
- assistance by third party – carer, interpreter
- support from specialist educator
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams/panels
- support from lead assessors
- advice from policy development experts

Addressed may include:
- stopping the assessment until the OHS risk is rectified
- stopping the assessment until the equipment is fixed or replaced

Limitations may relate to:
- job role and responsibilities
- meeting candidate needs
- assessment panels
- training and/or assessment organisation’s quality processes
- personal competency level
- organisational, industry and national training requirements
• personal level of knowledge of competency-based assessment
• legal responsibilities
• elements
• Performance Criteria
• Range Statement/range of variables, including:
  - contextualisation
  - link to knowledge and enterprise requirements
  - focus of assessment
  - underpinning language, literacy and numeracy requirements
• evidence guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - Key Competencies/generic skills
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
• dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

**Related documentation may include:**
• Assessment Guidelines of the relevant Training Package/s
• the assessment criteria of accredited modules
• evidence to be collected as set out in assessment plans
• definition and interpretation of evidence in developed assessment tools
• any requirements of OHS, legislation, codes of practice, standards, guidelines
• indicators and levels of competence of the National Reporting System
• organisational requirements for work performance
• product specifications
• integrated competency assessment tool

Judgement is a two-step process and means:

• the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
• the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

An action plan is required when the decision of not yet competent is recorded and may include:

• gap training, further learning
• additional practice opportunities
• additional assessment opportunities/evidence gathering opportunities
• individual facilitation, where relevant
• referral to specialist support

An assessment report may include:

• personal details of candidate
• details of assessment/s, date, time, venue
• details of assessor’s summary of evidence considered and copies of assessment papers
• feedback to and from the candidate
• justification of decision
• summary of candidate’s action plan
• other critical information including appeals and outcomes
• sign-off by assessor and candidate
• electronic/paper reports to funding bodies
• recommendation to support training and/or assessment in new areas of competency
• recommendations in the action plan
• reassessment
• appeal implications

Recommendations may include:
Other relevant parties may include:

- Centrelink personnel
- Department of Immigration and Multicultural Indigenous Affairs (DIMIA)
- parties nominated by the candidate
- parties to be informed because of contractual obligations

Criteria may include:

- following the assessment plan
- confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS
- providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills
- demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
- demonstrated support and guidance to the candidate throughout the assessment process
- using assessment methods and tools appropriately to gather, organise and document evidence
- applying reasonable adjustments where required/appropriate, in consultation with relevant people
- providing clear and constructive feedback to the candidate regarding the assessment decision
- reviewing range of own decisions for consistency

Consultation may involve:

- moderation with other assessors, training and assessment coordinators
- discussions with the client, team leaders, managers, supervisors, coaches, mentors
- technical/subject experts
- English language, literacy and numeracy experts
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate’s needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Evidence Requirements

Required knowledge includes:

- competency-based assessment covering:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
  - the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts
• different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs

• what are reasonable adjustments/when are they applicable/not applicable

• basic evaluation methodologies suitable for reviewing personal assessment practice

• types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence

• practical knowledge of the potential barriers and processes relating to assessment tools and methods

• the assessment system and assessment policies and procedures established by the industry, organisation or training authority

• cultural sensitivity and equity considerations

• relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - Training Packages/competency standards
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
Required skills and attributes include:

- OHS responsibilities associated with assessing competence such as:
  - requirements for reporting hazards and incidents
  - emergency procedures and procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information

- analysis and interpretation skills to:
  - unpack competency standards
  - interpret assessment tools and other assessment information
  - identify candidate needs
  - make judgements based on assessing available evidence

- observation skills to:
  - determine candidate readiness for assessment
  - observe candidate performance
  - identify when candidate may need assistance throughout the assessment processes

- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - evaluate evidence
  - evaluate the assessment process

- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments

- decision making skills to:
  - make a decision on a candidate’s competence

- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records/reports of assessment outcomes in required format

- communications/interpersonal skills to:
  - explain the assessment process to the candidate
  - give clear and precise instructions
- ask effective questions
- provide clarification
- discuss process with other relevant people
- give appropriate feedback to the candidate
- discuss assessment outcome with the candidate
- using language appropriate to the candidate and assessment environment
- establish a working relationship with the candidate

- attributes including:
  - a willingness to guide and support candidates
  - capacity to encourage, accept and utilise feedback
  - sensitivity to individual difference and need
  - ethical conduct in assessment

**Key Competencies relevant to this unit**

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how Key Competencies can be applied for this unit.

**Communicating ideas and information (2)**

- confirming assessment arrangements with relevant people
- clarifying context and purpose of assessment process
- providing and receiving feedback
- listening to and translating feedback into assessment practice

**Collecting, analysing and organising information (2)**

- locating information to interpret evidence requirements
- using assessment tools to source and collate evidence
- analysing documents and relevant information in developing assessment activities

**Planning and organising activities (1)**

- following assessment plan and timetable for assessment activities
Working in a team (2)

- collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process

Using mathematical ideas and techniques (1)

- identifying and confirming resource requirements

Solving problems (2)

- applying reasonable adjustment to assessment activities to suit candidates with specific needs
- maintaining effective relationships with candidates and other relevant personnel

Using technology (1)

- recording the assessment decision and following reporting procedures

Products that could be used as evidence include:

- completed assessment tools/templates/checklists
- documentation of evidence collected and assessment decisions
- feedback from candidate/assessor/supervisor
- feedback to candidate with recommendations for future options
- completed assessment records/reports
- reviews of assessment practices and recommended changes to future practices

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

Resource implications for assessment include:

- access to candidates to be assessed
- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation
- access to documentation(records of candidate to determine specific requirements
- cost/time considerations
- personnel requirements
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence 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

Specific evidence requirements must include:

- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach
- all must show:
  - the application of different assessment methods and tools involving a range of assessment activities and events
  - demonstration of two-way communication and feedback
  - how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
  - completion of assessment records/reports in accordance with assessment system – legal/organisational ethical requirements
  - how the assessment process was reviewed and the review outcomes documented
Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAAASS401A Plan and organise assessment
  - TAAASS403A Develop assessment tools
  - TAAASS404A Participate in assessment validation
  - TAADES401A Use Training Packages to meet client needs.
TAADEL301A Provide training through instruction and demonstration of work skills

Unit Descriptor
This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Competency Field
Delivery and Facilitation

Application of the Unit
Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.

The training may be delivered to achieve competency standards/units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.

This unit is not equivalent to TAADEL401A Plan and organise group-based delivery and/or TAADEL402A Facilitate group-based learning and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.
Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Organise instruction and demonstration

   1.1 *Information about learner characteristics* and their learning needs is gathered

   1.2 A *safe learning environment* is confirmed

   1.3 Learners are notified of the training *details*

   1.4 *Instruction and demonstration objectives* are gathered and checked and assistance is sought if required

   1.5 Relevant *learning resources* and *learning materials* are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application

   1.6 Any equipment or physical resources required for the demonstration are organised

2. Conduct instruction and demonstration

   2.1 *Interpersonal skills* are used to establish a safe and comfortable learning environment

   2.2 The *learning program* and/or *delivery plan* is followed to ensure all learning objectives are covered

   2.3 Learners are briefed on any *occupational health and safety (OHS) procedures* and requirements prior to and during training

   2.4 *Techniques* are used to structure, pace and enhance learning

   2.5 *Communication skills* are used to provide information, instruct learners and demonstrate relevant work skills

   2.6 Opportunities for practice are provided during instruction and through work activities

   2.7 Feedback on learner performance is provided and discussed to support learning

3. Check training performance

   3.1 *Measures* are used to ensure learners are acquiring and can use new technical/generic skills and knowledge

   3.2 Personal delivery style and performance in providing instruction and demonstration is *reviewed* and strategies for improvement are *reflected* upon
3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Information about learner characteristics may include:

- learning styles
- specific needs
- language, literacy and numeracy levels
- past learning and work experiences
- workplace culture

Safe learning environment may include:

- safe access
- exit requirements
- use of equipment
- personal protective equipment, if needed

Details may include:

- time of instruction/demonstration
- location
- who will be attending
- reason for instruction/demonstration
- outcomes of instruction/demonstration

Instruction and demonstration objectives may relate to:

- competencies to be achieved
- learning outcomes
- individual/group objectives
- generic and/or technical skills
- and may be:
  - provided by the organisation
  - developed by a colleague
Learning resources may be:

- Training Packages noted support materials, such as:
  - learner/user guides
  - trainer/facilitator guides
  - how to organise training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials
- commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- 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 learner group and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
• prepared presentations and overheads
• prepared scenarios, projects, assignments
• materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
• prepared research tasks

**Interpersonal skills may include:**
• engaging and motivating learners
• responding to learners appropriately and individually
• maintaining appropriate body language
• communicating clearly and effectively
• actively listening
• adjusting personal language to suit others’ requirements

**The learning program includes:**
• competencies or other criteria to be achieved
• specific learning outcomes derived from the criteria for each chunk or segment of the learning program
• an overview of the content to be covered in each chunk/segment of the learning program
• learning resources, learning materials and activities for each chunk/segment of the learning program
• number and duration of training sessions/classes required and overall timelines
• delivery methods for each segment of the learning program
• OHS issues to be addressed in delivery
• identification of assessment points to measure learner progress
• assessment methods and tools to be used to collect evidence of competency, where assessment is required

**The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:**
• individual/group learning objectives or outcomes for the segment of the learning program to be addressed
• number of learners and their specific support requirements
• content of sessions as specified in the session plans
• timelines/duration of activities within sessions
• learning resources, learning materials and learning activities to be used in sessions
• other resource requirements
• OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures

**Occupational health and safety (OHS) procedures may include:**
• hazards and their means of control
• safety briefing
• incident reporting
• use of personal protective equipment
• safe working practices
• emergency procedures
• site-specific safety rules

**Techniques to structure, pace and enhance learning may include:**
• demonstrations
• explanations
• question and answer
• group/pair work
• case studies
• discovery activities
• problem solving
• providing opportunities to practise skills

**Communication skills may include:**
• providing explanations
• asking clear and probing questions
• using legible writing
• providing constructive feedback
• providing information coherently and clearly
• communicating with learners in the learning environment and training context

**Measures to ensure learners are acquiring new skills and knowledge may include:**
• questioning
• informal review or discussion
• learner surveys
• on-the-job observation
• peer coaching systems
Reviewing and reflecting on personal performance may include:

- peer assessment or feedback
- learner evaluations
- video recording of session
- critical questioning of personal performance
- discussions with other trainers/facilitators

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

Evidence Requirements

Required knowledge includes:

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources/learning materials
- training techniques which enhance learning and when to use them, e.g. using:
  - instruction and explanation
  - questioning
  - practice
  - written information
  - group/pair/team activities
  - individual activities
  - demonstration
• learning principles (introductory), for example:
  - learning and experience are connected for meaning
  - adults need to know why they are learning
  - adults can self-evaluate
  - adults learn in different ways

• different learning styles, (introductory), for example:
  - visual
  - audio
  - theoretical
  - activist
  - reflective

• OHS, for example:
  - roles and responsibilities of key personnel in learning environment
  - responsibilities of learners learning environment
  - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - hazard identification and risk controls for the specific learning environment

• organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

**Required skills and attributes include:**

• verbal and non-verbal communication techniques, for example:
  - ask relevant and appropriate questions
  - provide explanations
  - organise and give demonstrations
  - use listening skills
  - provide information clearly
  - engage, motivate and connect with learners
  - provide constructive feedback

• implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct pre-start up checks if required
  - observe and interpret learner behaviour which may put people at risk
- time management, for example:
  - ensure all learning objectives are covered
  - pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning program/plan
  - read and analyse learner information
- skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
- observation skills to:
  - monitor learner acquisition of new skills/knowledge/competency requirements
  - assess learner communication and interaction skills with others
  - identify learner concerns
  - recognise learner readiness to take on new skills/tasks
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion
Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)
- questioning
- listening
- discussing information
- providing clear directions

Collecting, analysing and organising information (2)
- gathering resources and information for training
- organising learning sequence and pace

Planning and organising activities (2)
- organising opportunities for practice
- planning learning activities

Working in a team (1)
- working with others involved in the training
- working with learners to achieve outcomes

Using mathematical ideas and techniques (1)
- ensuring correct numbers of resources and materials are available

Solving problems (1)
- dealing with group conflict
- working with unreliable resources

Using technology (1)
- using computers to source information or store records
- using equipment for demonstration

Products that could be used as evidence include:
- video/observation of a demonstration/instruction
- learner evaluations
- peer evaluations

Processes that could be used as evidence include:
- what learning techniques were used and why
- how learning achievement was checked
- how practice opportunities were provided
- what resources were organised and why
Resource implications for assessment include:

- materials required for instruction/demonstration
- technology required for instruction/demonstration
- learning activities

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement 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

Specific evidence requirements must include:

- a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to: TAADEL403A Facilitate individual learning.
TAADEL402A Facilitate group-based learning

Unit Descriptor
This unit specifies the competency required to facilitate learning by individuals within a group.

Competency Field
Delivery and Facilitation

Application of the Unit
The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency – TAADEL403A Facilitate individual learning.

The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (TAADES402A Design and develop learning programs) and the organisational arrangements to support delivery have been previously determined (TAADEL401A Plan and organise group-based delivery). The focus of the group facilitator is on guiding and supporting learners’ progress towards the learning outcomes/competency to be achieved.

The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through TAATAS504A Facilitate group processes. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.

Co-learning and assessment with TAADEL401A Plan and organise group-based delivery is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.

Throughout this unit the ‘learner’ refers to the individual participating in the group learning process, not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, teachers and training consultants.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>Elements define the critical outcomes of a unit of competency.</td>
</tr>
<tr>
<td><strong>1. Establish an environment conducive to group learning</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
<tr>
<td>1.1 The <em>learning program</em> and <em>delivery plan</em> are read and interpreted to identify and confirm delivery requirements for the specified session.</td>
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<tr>
<td>1.2 Availability of <em>all resource needs</em> is confirmed prior to commencement of session/s.</td>
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<tr>
<td>1.3 Outcomes of <em>learner recognition processes</em> are obtained from <em>relevant persons</em> to provide flexible responses to <em>individual learner needs</em>.</td>
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<tr>
<td>1.4 The learning program/segment of the learning program is introduced and <em>objectives, expectations and requirements</em> including occupational health and safety (OHS) are discussed, clarified and agreed.</td>
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<tr>
<td>1.5 A learning facilitation relationship is established between trainer/facilitator and the group using <em>appropriate oral communication and language skills</em> and <em>interpersonal skills</em>.</td>
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<tr>
<td>1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment.</td>
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<tr>
<td><strong>2. Deliver and facilitate training sessions</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
<tr>
<td>2.1 Interactions with learners are based on the application of <em>learning principles</em> in accordance with <em>learner styles</em> and identified <em>learner characteristics</em>.</td>
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<tr>
<td>2.2 Each training session is conducted in accordance with <em>session plans</em> but modified where appropriate to meet the needs of the learners.</td>
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<tr>
<td>2.3 All <em>resource requirements</em> for delivery are addressed and the <em>diversity</em> of the group is used as another resource to support learning.</td>
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<tr>
<td>2.4 <em>Generic skills</em> relevant to the learning objectives are addressed in delivery.</td>
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<tr>
<td>2.5 A range of <em>delivery methods</em> are employed and <em>appropriate technology and equipment</em> are used as training aids to optimise the learner experience.</td>
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<tr>
<td>2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required.</td>
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<tr>
<td><strong>3. Demonstrate effective facilitation skills</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
<tr>
<td>3.1 <em>Presentation skills</em> are used to ensure the delivery is engaging and relevant.</td>
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<tr>
<td>3.2 <em>Group facilitation skills</em> are used to ensure effective participation and group management.</td>
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</tr>
</tbody>
</table>
3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills

3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity

3.5 Observation skills are used to monitor individual and group progress

4. **Support and monitor learning**

4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met

4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and unanticipated situations

4.3 Learners are encouraged to reflect on personal learning progress

4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships

4.5 Inappropriate behaviour is managed using conflict resolution and negotiation skills to ensure learning can take place

4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

5. **Review and evaluate effectiveness of delivery**

5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate

5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented

5.3 Trainer/facilitator reflects on own performance in training delivery

5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required
- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures

The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and includes:

- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures
All resource needs includes:

- the learning resources required by the trainer/facilitator and learners to be used in the session/s
- the learning materials and documented learning activities required by the trainer/facilitator and learners to be used in the session/s
- specific facility, technology and equipment to be used in the session/s
- learner support requirements

Learner recognition processes may include:

- recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
- recognition of current competency (RCC)
- credit for subjects/units/qualifications/Statements of Attainment

Relevant persons may include:

- self (as the assessor)
- other trainers/facilitators with learner records
- other assessors
- support personnel administering learner/candidate records

Individual learner needs may:

- vary from overall group learning objectives depending on previous experience and competencies already held

Objectives may include:

- the competency standards being addressed
- specified learning outcomes or learning objectives derived from the competency standards
- learning outcomes based on other benchmarks
- group learning needs
- individual learning needs
- specific learning activities
- practise opportunities e.g. practicum or supervised teaching/facilitation
- formative assessment opportunities
Expectations may include:

- expectations of learners and the group by trainer/facilitator
- expectations of the trainer/facilitator by individuals and by the group
- expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
- expectations of commitment to learning/learning process/learner motivation and participation
- expectations of interesting, engaging delivery and facilitation
- expectations of a safe, secure learning environment

Requirements may include:

- appropriate behaviour
- maintaining progress
- attendance
- assessment including
  - the points in delivery at which assessments will occur
  - identified formative assessment activities as part of learning experience
  - evidence requirements
- OHS aspects and requirements, including:
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - names of key workplace persons with OHS roles and responsibilities
  - OHS policies and procedures relevant to the learning environment
Appropriate oral communication and language skills may include:

- using an appropriate tone and level of voice
- making clear and concrete presentations of options/advice
- using icebreakers as appropriate
- using appropriate terminology and language of the industry/profession
- using an open, warm communication style including effective verbal and body language
- communicating clearly to facilitate group and individual learning
- using critical listening and questioning skills and techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- inviting learners to paraphrase advice/instructions
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs
- showing respect for the expertise and background of learners
- establishing trust
- building and maintaining rapport
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages
- adults have a range of life experience which they can connect to learning
- adults have a range of life experience which they can connect to learning
- adults have a need to know why they are learning something and its benefits
• learning needs to be learner-centred
• adults have a need to be self-directing
• the learning process needs to support increasing learner independence
• emphasis on experimental and participative learning
• use of modelling
• the learning process needs to reflect individual circumstances and needs

Learner styles may include:
• auditory
• visual
• kinaesthetic
• left/right brain
• global/analytical
• theoretical
• activist
• pragmatist
• reflective

Learner characteristics may include:
• language, literacy and numeracy requirements
• specific needs, physical or psychological
• preferred learning styles
• employment status
• past learning experiences
• level of maturity
• cultural background and needs
• level of formal schooling in Australia or overseas
• length of time resident in Australia

Session plans may include:
• introduction/s
• outline of objectives/content to be addressed
• ice breakers to be used
• delivery methods for each part of the session
• plan of learning activities to be used within the session
• timelines/duration for each learning activity
• formative assessment points/opportunities
• learning materials required
• summary/overview/wrap up

Resource requirements include: • the resources needed by the trainer/facilitator and the resources needed by the learners as identified in the delivery plan

Diversity may include: • age
• gender
• culture
• ethnicity
• disability
• religion
• sexual orientation
• level and prior experiences of education and training
• attitudes and reasons for learning

Generic skills may include: • Key Competencies, including:
  - communicating ideas and information
  - collecting, analysing and organising information
  - planning and organising activities
  - working in a team
  - using mathematical ideas and techniques
  - solving problems
  - using technology

• self-management
• how to learn
• initiative and enterprise
• innovation
• team work
• language, literacy and numeracy and communication skills

Delivery methods are the • lock step, learner-paced, mixed pace
techniques used to guide, facilitate and support the learning process and may be:

- interactive, participative, collaborative
- trainer/facilitator-centred and learner-centred, and may include:
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - practice opportunities
  - enabling and supporting effective learner participation
  - tutoring
  - project-based
  - individual facilitation techniques – coaching/mentoring
  - blended

Appropriate technology and equipment may include:

- overhead projectors
- computers
- light projectors
- DVD/video equipment
- television/screen
- whiteboard/blackboard
- butcher’s paper
- specific technical equipment/machinery relevant to technical areas
Presentation skills may include:
- synthesising information and ideas
- preparing aids such as overhead projectors and data projectors
- using computer presentation applications
- using computer software and hardware
- speaking with appropriate tone and pitch
- using appropriate language to reflect the audience
- encouraging and dealing appropriately with questions
- showing enthusiasm for the topic
- summarising key points
- making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups)
- demonstrating confidence
- supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:
- ensuring that every individual has an opportunity for participation and input
- maintaining group cohesion
- encouraging rapport between group members
- managing group dynamics
- observing and interpreting behaviour that puts others at risk
- facilitating discussion and group interaction

Observation skills may include:
- using formative evaluation to monitor learner progress
- monitoring group and individual interactions
- monitoring conflict/behavioural difficulties
- monitoring learner cues about concerns/difficulties in learning
- monitoring learner readiness for assessment and/or new areas of learning
### Unanticipated situations may include:
- identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
  - English language, literacy and numeracy difficulties
  - physical/sensory difficulties
  - socio-emotional difficulties
  - organisational issues

### Inappropriate behaviour may include:
- violent or inappropriate language
- verbal or physical abuse
- bullying
- insensitive verbal or physical behaviour towards other learners or the trainer/facilitator e.g. cultural, racial, disability or gender-based insensitivities
- dominant or overbearing behaviour
- disruptive behaviour
- non-compliance with safety instructions

### Conflict resolution and negotiation skills may include:
- identifying critical points/issues/concerns/problems
- talking through points/issues/concerns/problems
- identifying options for changing behaviours
- bringing the parties together
- managing discussions
- moving parties forward
- presenting solutions
- ensuring equitable outcomes
- providing face-saving options
- obtaining agreements
- thinking through the training delivery
- asking key questions
- reviewing achievements
- analysing difficulties

### Reflecting on own performance may include:
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning principles, including:
  - adults have a range of life experience which they can connect to learning
  - adults have a need to know why they are learning something and its benefits
  - learning needs to be learner-centred
  - adults have a need to be self-directing
  - the learning process needs to support increasing learner independence
  - emphasis is on experimental and participative learning
  - use of modelling
  - the learning process needs to reflect individual circumstances and needs

- a sound knowledge of learner styles, for example:
  - auditory
  - visual
  - kinaesthetic
  - left/right brain
  - global/analytical
  - theoretical
  - activist
  - pragmatist
- reflective
- the industry area/subject matter of the delivery, for example:
  - the relevant industry competency standards
  - the specific topic/subject/unit
  - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
  - cognitive learning theory
  - andragogy
  - pedagogy
  - information processing
  - behavioural learning theory
- learner group profile including characteristics and needs of individual learners in the group
- the content 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 behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- evaluation/revision techniques, for example:
  - developing simple questionnaires and feedback forms
  - administering evaluation forms
  - using questioning for evaluation purposes
- 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/territory legislation, for example:
  - competency standards
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - OHS legislation
TADEL402A Facilitate group-based learning

- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System

- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
  - policies and procedures relevant to the learning environment

- group facilitation skills to:
  - facilitate discussion and group interaction
  - maintain group cohesion
  - handle difficult learners/situations
  - manage group activities
  - manage conflict
  - observe and interpret behaviour that puts others at risk

- different delivery and facilitation methods/techniques, such as:
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - providing and guiding practice opportunities
  - enabling and supporting effective learner participation
  - tutoring
  - project-based
  - individual facilitation techniques – coaching/mentoring
  - blended

- oral communication and interpersonal skills to:

Required skills and attributes include:
- present information
- provide sequenced, structured instructions
- use questioning techniques
- use listening techniques
- adjust language to suit the audience
- maintain appropriate relationships
- establish trust
- build rapport
- be open to others’ opinions
- use appropriate body language

• negotiation and conflict resolution skills

• observation skills to:
  - monitor learner progress
  - monitor group and individual interactions
  - monitor conflict/behavioural difficulties
  - monitor learner cues about concerns/difficulties in learning
  - monitor learner readiness for assessment/new areas of learning

• literacy skills to:
  - prepare presentations
  - prepare questions
  - prepare or customise learning activities
  - prepare or customise learning materials such as handouts and information sheets
  - record learner information
  - develop feedback documentation

• technology skills to:
  - use overhead projectors
  - use audiovisual equipment
  - use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web

• manage time to:
  - schedule training
  - be flexible
- make adjustments to suit learners

- reflection skills to:
  - identify areas for improvement
  - maintain own skill development

- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion
  - ensure the correct industrial relations climate of the learning environment

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this standard.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating information to learners clearly and effectively
- listening and responding to ideas of learners
- providing clear directions regarding safety

Collecting, analysing and organising information (3)
- seeking information about learners
- analysing and following the delivery plan

Planning and organising activities (3)
- identifying appropriate learning activities
- engaging learners and managing time

Working in a team (2)
- collaborating with peers, industry or workplace persons
- working with learners to attain outcomes

Using mathematical ideas and techniques (2)
- estimating time required to complete activities
- determining timeframe of training delivery

Solving problems (3)
- managing group and/or individual conflicts
- ensuring training delivery meets the needs of learners
Using technology (2) • using a range of electronic equipment and resources to deliver training

Products that could be used as evidence include:
• identified generic skills relevant to the learning objectives
• feedback forms and other evaluation evidence from learners
• observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
• examples of completed learning activities that are product- or document-based
• notes showing reflection on own performance and own learning

Processes that could be used as evidence include:
• how the delivery plan was followed and why
• how group or individual conflict was managed
• how individual learning needs were managed
• ways in which initial relationships in the group were established
• how the trainer/facilitator reflected on own performance
• learning achieved by the learners

Resource implications for assessment include:
• delivery venue for programmed learning activities
• access to more than one group of learners
• access to learner group over time
• access to learning program/s
• access to delivery plan/s
• time to ensure that assessment covers the range of specific evidence requirements

The collection of quality evidence requires that:
• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
• a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
• evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
• the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

• assessment meets the rules of evidence

• a judgement 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

Specific evidence requirements must include:

• the ability to transfer delivery and facilitation skills to different training environments and learner groups

• evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
  - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
  - at least one session must be based on using learning outcomes from another source
  - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
  - at least one training session should be one hour minimum duration

Integrated assessment means that:

• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADES402A Design and develop learning programs
  - TAADEL401A Plan and organise group-based delivery.
  - TAADEL402A Facilitate group-based learning
  - TAADES402A Design and develop learning programs.
TAADEL403A Facilitate individual learning

Unit Descriptor
This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Competency Field
Delivery and Facilitation

Application of the Unit
Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Element
Element define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Identify individual learning facilitation requirements

1.1 The *need for individual learning/facilitation* in the *learning area* is identified

1.2 The *goals for learning* for individual learning/facilitation are identified and discussed with *relevant persons*
1.3 Appropriate individual learning/facilitation techniques and processes are identified and documented to support individual learning needs and goals

1.4 Evaluation processes are developed and agreed

1.5 Organisational support for implementation is obtained, where relevant

2. Establish the learning/facilitation relationship

2.1 The individual’s learning style, learner characteristics and the context for learning are identified

2.2 The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner

2.3 The boundaries and expectations of the learning/facilitation relationship are clarified and agreed using effective communication and interpersonal skills

2.4 Any equity or additional support needs are clarified

2.5 An individualised learning plan is developed, documented and discussed with the learner

3. Maintain and develop the learning/facilitation relationship

3.1 Preparation for each meeting/session is evident
3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation

3.3 *Structured learning activities* are developed to support and reinforce new learning, build on strengths and identify areas for further development

3.4 *Leadership and motivational skills* are demonstrated to enable the learner to take responsibility for learning

3.5 *Learner cues* are observed and *changes in approach* are made, where necessary, to maintain momentum

3.6 *Ethical behaviours* are practised at all times

3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship

3.8 Appropriate documentation to support the relationship is mutually developed and maintained

4. Close and evaluate the learning/facilitation relationship

4.1 *Tools and signals* are used to determine readiness for closure of individual learning/facilitation relationship

4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills

4.3 *Feedback* is sought from the learner on the outcomes achieved and the value of the relationship

4.4 The *impact* of the learning/facilitation relationship is reviewed using identified evaluation processes

4.5 *Self-evaluation and reflection* on own performance in managing the relationship is carried out and areas for improvement are identified

4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Need for individual learning/facilitation may be:
- proposed by the learner, a manager/department in the organisation, or the trainer/facilitator
- a requirement of management
- part of the delivery strategy of a Training Package qualification, course or learning program
- a request for additional support to enhance learning
- based on observation

Learning area may be:
- organisational/individual
- a new/changed job role
- new or changed work procedures/work skills
- technical skills
- life skills
- generic skills
- management skills
- units of competency in Training Packages
- curriculums

Goals for learning may include:
- learning a new skill/area of knowledge or competency
- defined through learning outcomes or objectives of a learning program
- increasing productivity
- career advancement or redirection
- changes in life direction
- setting personal directions/achievements
- relationship development

Relevant persons may include:
- the learner
- the workplace supervisor/coordinator/manager
- other team members
- other trainers/facilitators/teachers/lecturers
**Individual learning/facilitation techniques and processes may include:**
- a formal or informal process
- an ongoing or one-off process
- a specific circumstance or an integrated feature of the overall learning process
- coaching techniques
- mentoring techniques
- tutoring techniques
- peer relationships
- matching experienced workers/learners
- single or double loop learning approaches

**Evaluation processes may include:**
- a formal evaluation tool
- quantifiable measures such as increased productivity/achievement of new skills
- level of attendance
- critical feedback from learner and others

**Organisational support may include:**
- agreement by organisation to provide additional assistance to individuals through identified techniques
- venue and equipment support
- additional time with learner

**Individual’s learning style may include:**
- auditory
- visual
- kinaesthetic
- tactile
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective
Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Context for learning may be:

- determined by the area of learning
- determined by the trainer/facilitator and the learner
- defined by the work/learning activities
- in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place
- in a workplace, training and/or assessment organisation, college, community, university or school
- defined by the time requirements for individual facilitation and how these will be built into learning activities
- impacted by the health, safety or welfare of the learner

Selected is defined as:

- where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate

Organised is defined as:

- where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system
Boundaries and expectations may include:

- the roles and responsibilities of the trainer/facilitator
- the roles and responsibilities of the learner
- extent/limits of the relationship
- the techniques/processes to be used
- confidentiality
- the range of expertise of the trainer/facilitator
- the involvement of others
- organisational expectations
- reporting requirements

Communication skills must include:

- using icebreakers as appropriate
- building rapport with the learner
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the learning
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice
- using appropriate terminology and language of the industry/profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner
Interpersonal skills must include:

- showing respect for the expertise and background of the learner
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Equity or additional support needs may include:

- English language, literacy and numeracy support
- disability support
- Aboriginal and Torres Straight Islander support
- ethnic support services
- interpreting services
- counselling services
- community support

An individualised learning plan includes:

- the goals to be achieved
- contingency plans
- the logistics of the learning relationship, for example:
  - period of relationship
  - frequency of meetings/length of sessions
  - location of meetings/contact
- the structure of the learning relationship, for example:
  - activities to be undertaken
  - monitoring processes
  - tools/equipment needed
  - shadowing
- occupational health and safety (OHS) considerations
Preparation may include:

- planning for each meeting/session
- being organised for each meeting/session
- reflecting on outcomes of previous meeting/session
- being punctual
- identifying ‘where we are’ at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching/facilitation
- role modelling
- projects
- readings
- research
- video/audio analysis
- a learning journal

Leadership and motivational skills may include:

- maintaining focus
- transferring responsibility
- empowering the learner
- inspiring the learner
- visualising the learner’s perspective
- using effective communication
Learner cues may include:

- level of engagement/disengagement
- regular/irregular attendance/absences
- evidence of frustration, distraction, stress
- level of communication/interaction
- level of ease/difficulty in undertaking learning activities
- stagnation in learning
- level of dependence/independence
- evidence of problems/issues which may be personal, employment-based or related to the individualised learning

Changes in approach may include:

- revision of individualised learning plan
- fresh approach/shift in technique
- problem solving
- shift in level of guidance/level of independence

Ethical behaviours include:

- trust
- integrity
- privacy and confidentiality of the session
- following organisational policies
- knowing own limitations
- having a range of other intervention referrals ready when needed
- honesty
- fairness to others

Tools and signals may include:

- self-assessment by the learner
- a measure of improvement in a particular area
- readiness for formal assessment
- level of independence in learning
- readiness to maintain learning through other means or modes
- severe/fixed blockages in the relationship
- agreed time period over
Feedback may be:

- interview
- formal discussion
- informal discussion
- written questionnaire

Impact may be:

- successful achievement/rate of achievement/lack of achievement of identified goals
- achievement of other outcomes as a result of the relationship
- development of new goals
- increased/new motivation to learn
- greater capacity to learn
- development of or increase in the self-confidence of the learner

Self-evaluation and reflection may include:

- asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- reviewing records and journals on sessions and critically evaluating own performance
- reviewing feedback from learner and identifying critical aspects and areas for improvement

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.
Evidence Requirements

**Required knowledge includes:**

- the effects of verbal and non-verbal communication, for example:
  - how to interpret behaviours
  - how to model behaviours and values

- sound knowledge of different learning styles and how to encourage different learners, for example:
  - theoretical learners
  - pragmatic learners
  - activist learners
  - reflective learners
  - kinaesthetic learners
  - audio learners
  - visual learners
  - tactile learners
  - left/right brain learners

- the learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning

- learning principles, for example:
  - adults have a need to be self-directing and decide for themselves what they want to learn
  - adults have a range of life experience, and connecting learning to experience is meaningful
  - adults have a need to know why they are learning something
  - adults need to be respected
  - adults prefer learning to be relevant and practical

- the needs and characteristics of the individual learner

- change processes, for example:
  - how people work through change
  - behaviours associated with change

- the organisational culture, for example:
  - how individualised learning is perceived and valued
workplace arrangements for individualised learning
- industrial relations implications
- regulatory requirements

• current techniques to facilitate individual learning
• how to create new learning activities
• learner cues that may reflect difficulties with individual learning facilitation relationships
• sources of external support
• measurement or evaluation tool development
• other learning options, learning activities and referrals
• relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - competency standards
  - licensing
  - industry/workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
  - National Reporting System
• OHS relating to the work role, including:
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

**Required skills and attributes include:**
• use of empathy to:
  - build rapport
  - communicate the feeling of threat and risk when facilitation begins
  - deal appropriately with a range of emotions
• interpersonal skills to:
- set up a comfortable environment
- demonstrate awareness of own behaviour
- use appropriate humour to lighten atmosphere
- keep the sessions learner-centred

• analysis skills to:
  - identify suitable learning/facilitation techniques and activities for the individual learner

• flexibility to:
  - determine and alter a learning plan
  - negotiate with the learner to ensure facilitation is suitable
  - be patient with individual’s learning ability
  - interpret information gathered and adapt own style accordingly

• communication skills to:
  - give positive and negative feedback
  - demonstrate awareness of own behaviour
  - negotiate and manage conflict
  - confirm, clarify or repair understanding
  - build constructively on what has been said

• learning and facilitation techniques to:
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
  - facilitate individual learning through a one-on-one relationship

• literacy skills to:
  - develop the learning plan
  - maintain records and other documentation
  - read and interpret relevant documentation

• recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion

• time management skills to:
- structure sessions
- drive the process to achieve goals

**Key Competencies relevant to this unit**

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

**Communicating ideas and information (3)**
- communicating verbal and non-verbal messages at every stage of the facilitation session/process
- communicating to check for comprehension and to reinforce learning
- using written communication for individual learning plans, evaluations and activities

**Collecting, analysing and organising information (2)**
- gathering information about the participant and using it to direct the facilitation process
- collecting and organising information for new skill development

**Planning and organising activities (3)**
- developing a wide range of learning activities for the participant to develop their skills

**Working in a team (2)**
- working within a particular organisational context

**Using mathematical ideas and techniques (1)**
- timing facilitation methods, processes and activities
- timing facilitation methods, processes and activities

**Solving problems (2)**
- solving problems in terms of new skill development or unforeseen difficulties in learning
- solving problems in working within the organisation

**Using technology (2)**
- using technology to develop and produce written information
- using technology to demonstrate new skills
Products that could be used as evidence include:

- individual learning plan
- facilitation activities
- evaluations from participants or organisation
- evidence of self-evaluation and improvement of skills, for example, a learning journal
- audio or video of a facilitation session

Processes that could be used as evidence include:

- how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why
- how the individual’s learning area, style and context were matched to the learning facilitation methods, process and activities utilised
- how learning was structured to build new skills, and why
- how reflection and insight into learning was developed in the learner
- how the trainer/facilitator relationship was terminated, and why

Resource implications for assessment include:

- materials and information for facilitation
- permission of organisation for time and resources

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement 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
Specific evidence requirements must include:

- a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADEL401A Plan and organise group-based delivery
  - TAADEL402A Facilitate group-based learning
  - TAADEL404A Facilitate work-based learning
  - TAADEL501A Facilitate e-learning.
TAADEL404A Facilitate work-based learning

Unit Descriptor
This unit specifies the outcomes required to use work effectively as a learning process.

Competency Field
Delivery and Facilitation

Application of the Unit
Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.

Learning though work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual’s self-esteem.

Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.

The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

Element
Elements define the critical outcomes of a unit of competency.

Performance Criteria
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Establish an effective work environment for learning

1.1 The purpose or objectives of the work-based learning are established and agreed with appropriate personnel

1.2 The areas of work encompassed by the work-based learning are defined and documented

1.3 Work practices and routines are analysed to determine their effectiveness in meeting the work-based learning objectives
1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with relevant persons.

1.5 Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed.

2. Develop a work-based learning pathway

2.1 The documented work areas are analysed to determine an effective work-based learning pathway.

2.2 Organisational strategies to support the work-based learning are proposed.

2.3 Any contractual requirements and responsibilities for learning at work are addressed.

2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the external learning activities with the work-based learning pathway where relevant.

2.5 The proposed work-based learning pathway is evaluated against appropriate criteria.

2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway.

3. Implement the work-based learning pathway

3.1 The learners’ profile and characteristics are evaluated to determine possible requirements for support.

3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners.

3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway.

3.4 Agreed organisational strategies are put into effect.

3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation.

3.6 Appropriate communication and interpersonal skills are used to develop a collaborative relationship with learners.

4. Monitor learning and address barriers to effective participation

4.1 Access and equity considerations are addressed, where appropriate.

4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored.
4.3 Work performances are observed and alternative approaches suggested where needed
4.4 Learners are encouraged to take responsibility for learning and to self-reflect
4.5 *Techniques for learners to demonstrate transferability* of skills and knowledge are developed
4.6 *OHS requirements* are monitored to ensure health, safety and welfare
4.7 *Feedback* is provided to learners about work performance and success is communicated and acknowledged

5. **Review the effectiveness of the work-based learning pathway**

5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements
5.2 Learners are encouraged to provide critical feedback on their learning experiences
5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used
5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed
5.5 Improvements and changes to work-based practice are recommended in light of the review process

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**The purpose or objectives of the work-based learning may include:**

- introduction of new technology
- new product/service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit
- OHS requirements
- quality improvements
- competency achievement
- part of traineeship/apprenticeship
Appropriate personnel may include:
- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- trainer/facilitator/assessor
- learner
- training and/or assessment organisation personnel
- group training company personnel

Areas of work may include:
- work or job tasks
- work activities
- processes to carry out work
- use/operation of equipment to carry out work
- projects
- team-based or individual work

Work practices and routines may include:
- work schedules
- work timelines
- work performance expectations
- work organisation/organisational change
- work models/multi-skilling
- work structures and systems
- operational/organisational guidelines
- OHS guidelines, systems and safeguards
- work demarcations and industrial relations concerns
- English language, literacy and numeracy (LLN) requirements

Relevant persons may include:
- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- union representatives/delegates
- workers whose own jobs may be affected by the proposed changes

OHS implications may include:
- OHS legal obligations
- workplace OHS policies and procedures
- ensuring work practices, routines and proposed changes do not pose a risk to the learner and others
**Industrial relations implications may include:**
- work demarcations created through changes to work practices
- ensuring compliance with an award or enterprise bargaining agreement
- licensing requirements

**An effective work-based learning pathway may include:**
- identifying specific goals for work-based learning
- identifying job tasks or activities to be included in the learning process
- appropriate sequencing of job tasks/activities to reflect learner incremental development
- direct guidance and modelling from experienced co-workers and experts
- opportunities for practice

**Organisational strategies may include:**
- appropriate supervision during learning
- appropriate time to observe and talk to others in work
- use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
- use of internal work experts/mentors/coaches with whom the learner is comfortable
- sufficient time for practice
- job rotation

**Contractual requirements and responsibilities may include:**
- training plans under apprenticeships/traineeships
- Workplace English Language and Literacy (WELL) or other government funded training program requirements

**External learning activities may include:**
- external courses e.g. institution-based
- off-the-job components of apprenticeship/traineeship
- equipment supplier training
- online learning
- conferences/seminars/workshops
- self-directed learning
Appropriate criteria may include:
- breadth and depth
- inclusion of a range of routine and non-routine work tasks/activities
- appropriate sequencing of work tasks/activities
- sufficient learning and practice time
- capacity to address learning that underpins knowledge within the work tasks/activities
- identified relationship/synthesis with learning provided by other sources

Learners’ profiles and characteristics may include:
- language, literacy and numeracy needs
- specific needs
- employment status
- past learning experiences
- work roles
- level of maturity
- culture

Possible requirements for support may include:
- referral to an external agency for assistance with language, literacy and numeracy
- use of interpreters
- mentor/coach
- peer support
- physical support needs
- other support mechanisms

Appropriate communication skills may include:
- using icebreakers as appropriate
- building rapport with the learner/s
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the individual/s learning
- using critical listening and questioning techniques
- giving constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions back to the trainer/facilitator
• providing clear and concrete options/advice
• using appropriate terminology and language of the industry/profession
• ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s
• showing respect for the expertise and background of learner/s
• demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
• modelling facilitation and learning behaviours
• engaging in two-way interaction
• encouraging the expression of diverse views and opinions
• negotiating complex discussions by establishing a supportive environment
• using language and concepts appropriate to cultural differences
• accurately interpreting non-verbal messages
• minimising physical barriers
• identifying and addressing direct and indirect barriers to learning
• building on learner strengths
• providing access to a range of resources and/or equipment
• making referrals to a range of relevant agencies
• problem solving
• situated learning
• hypothetical questioning
• opportunities for learner/s to demonstrate autonomy in learning
• opportunities for learner/s to apply the knowledge and skills in different contexts
• reporting procedures
• emergency procedures
• performance reviews
• formal or informal group or individual discussions

Interpersonal skills may include:

Access and equity considerations may include:

Techniques for learner/s to demonstrate transferability may include:

OHS requirements may include:

Feedback may include:
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Evidence Requirements

**Required knowledge includes:**

- work organisation systems, processes, practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture including industrial relations environment
- systems for identifying skill needs, for example:
  - performance reviews
  - training needs analysis
  - identifying additional training needs of learners
- learning principles, for example:
  - learning and experience are connected for meaning
  - adults need to know why they are learning
  - adults can self-evaluate
  - adults learn in different ways
- individual facilitation techniques to support and guide learning
- change processes, for example:
  - how people work through change
  - behaviours associated with change
• introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners

• relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - industrial awards
  - enterprise bargaining agreements
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - National Reporting System

• OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

• organisational strategies that provide support to the workplace learning

• communication skills to:
  - identify needs
  - communicate suggestions
  - give feedback constructively
  - ask open-ended questions to tease out required knowledge and information
  - evaluate learner profiles and characteristics
  - coach learners

Required skills and attributes include:
literacy skills to:
- read and interpret organisational documents, legal documents and contracts
- complete and maintain documentation

monitor and manage work environment and individual dynamics, for example:
- assess the climate of the group
- facilitate employee acceptance
- ensure each individual feels valued

organisational skills to:
- allocate and reorganise work
- organise changes with relevant persons
- provide guidance and feedback to individuals

cognitive skills to:
- set learning outcomes through work
- interpret and analyse competency standards and/or other performance specifications to actual work processes
- design a learning process through work

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)
- reporting issues that require attention
- providing feedback

Collecting, analysing and organising information (3)
- monitoring individual needs
- analysing work for learning opportunities

Planning and organising activities (3)
- planning learning around work
- organising opportunities for learning around work processes

Working in a team (3)
- redefining individual and/or team requirements around work-based learning
- briefing and monitoring the team
### Using mathematical ideas and techniques (–)
- not applicable

### Solving problems (2)
- matching work tasks to learning needs
- addressing workplace issues as appropriate

### Using technology (1)
- using appropriate technology to communicate and to provide feedback

### Products that could be used as evidence include:
- redesigned individual/group work plans
- documented individual work-based learning pathways
- training gap identification materials
- documented reviews of work-based learning pathways
- performance management feedback

### Processes that could be used as evidence include:
- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted

### Resource implications for assessment include:
- work opportunities
- time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

### The collection of quality evidence requires that:
- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement 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.

**Specific evidence requirements must include:**

- a minimum of two examples of developing work-based learning pathways, that includes:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

**Integrated assessment means that:**

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADEL403A Facilitate individual learning
  - TAADES401A Use Training Packages to meet client needs.
TDTA1297B Pick and process orders

Field A Handling Cargo/Stock

**DESCRIPTION:**

This unit involves the skills and knowledge required to pick and process orders in accordance with workplace requirements including identifying workplace order-picking processes, policies and procedures; picking and despatching orders, and recording stock levels.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify workplace order picking processes, policies and procedures | a. Workplace procedures for order picking and related workplace documentation are interpreted  
b. Stock allocation and location systems are identified and located  
c. Appropriate manual handling equipment is selected in accordance with OHS regulations and workplace procedures |
| 2. Pick and despatch an order | a. Work requirements are planned with appropriate equipment and documentation assembled  
b. Zones of the warehouse which store required products are identified and located  
c. Pick path is established  
d. Where required, appropriate pallet(s) for orders are selected and stacked to minimise stock damage and maximise stability  
e. Products are selected and consolidated  
f. Products/pallets are located in despatch areas  
g. Products are assembled to meet workplace schedules  
h. Orders are consolidated, secured, arranged and placed in storage zones in accordance with the schedule |
| 3. Record stock levels | a. Storage areas are checked and stocks noted for replenishment in accordance with workplace procedures  
b. Workplace records are completed in accordance with workplace requirements |
## Range Of Variables

### PICK AND PROCESS ORDERS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General context</td>
<td>a. Work must be carried out in accordance with relevant codes/regulations and workplace requirements for the picking and processing of orders</td>
</tr>
<tr>
<td></td>
<td>b. Work is performed under some supervision generally within a team environment</td>
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<tr>
<td></td>
<td>c. Work involves the application of workplace procedures to the picking and processing of orders in the warehousing, distribution and/or storage industries</td>
</tr>
<tr>
<td>2. Worksite environment</td>
<td>a. Work may be conducted in a range of work environments by day or night</td>
</tr>
<tr>
<td></td>
<td>b. Customers may be internal or external</td>
</tr>
<tr>
<td></td>
<td>c. Workplaces may comprise large, medium or small worksites</td>
</tr>
<tr>
<td></td>
<td>d. Work may be conducted in:</td>
</tr>
<tr>
<td></td>
<td>d.1. limited or restricted spaces</td>
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<tr>
<td></td>
<td>d.2. exposed conditions</td>
</tr>
<tr>
<td></td>
<td>d.3. controlled or open environments</td>
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<tr>
<td></td>
<td>e. Problems that may occur when picking and processing an order include:</td>
</tr>
<tr>
<td></td>
<td>e.1. wrong stock is picked</td>
</tr>
<tr>
<td></td>
<td>e.2. wrong carton for order</td>
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<tr>
<td></td>
<td>e.3. incorrect location</td>
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<tr>
<td></td>
<td>e.4. damaged stock</td>
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<td></td>
<td>e.5. no stock at location</td>
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<td></td>
<td>e.6. incorrect quantity</td>
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<td></td>
<td>e.7. failing to meet a special order requirement</td>
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<tr>
<td></td>
<td>f. Special order requirements may include:</td>
</tr>
<tr>
<td></td>
<td>f.1. pricing</td>
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<tr>
<td></td>
<td>f.2. special packing</td>
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<td></td>
<td>f.3. specific size of carton</td>
</tr>
<tr>
<td></td>
<td>f.4. special categories of stock</td>
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<tr>
<td></td>
<td>g. Hazards in the work area may include exposure to:</td>
</tr>
<tr>
<td></td>
<td>g.1. chemicals</td>
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<tr>
<td></td>
<td>g.2. dangerous or hazardous substances</td>
</tr>
<tr>
<td></td>
<td>g.3. movements of equipment, goods and materials</td>
</tr>
<tr>
<td></td>
<td>g.4. oil or water on floor</td>
</tr>
<tr>
<td></td>
<td>g.5. a fire or explosion</td>
</tr>
<tr>
<td></td>
<td>g.6. damaged packaging or pallets</td>
</tr>
<tr>
<td></td>
<td>g.7. debris on floor</td>
</tr>
<tr>
<td></td>
<td>g.8. faulty racking</td>
</tr>
<tr>
<td></td>
<td>g.9. poorly stacked pallets</td>
</tr>
<tr>
<td></td>
<td>g.10. faulty equipment</td>
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<td></td>
<td>h. Consultative processes may involve:</td>
</tr>
<tr>
<td></td>
<td>h.1. workplace personnel</td>
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<tr>
<td></td>
<td>h.2. supervisors and managers</td>
</tr>
<tr>
<td></td>
<td>h.3. customers/clients</td>
</tr>
<tr>
<td></td>
<td>h.4. contractors</td>
</tr>
<tr>
<td></td>
<td>h.5. official representatives</td>
</tr>
</tbody>
</table>
## Range Of Variables (continued)

### PICK AND PROCESS ORDERS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | i. Communication in the work area may include:  
  i.1. phone  
  i.2. electronic data interchange (EDI)  
  i.3. fax  
  i.4. e-mail  
  i.5. Internet  
  i.6. RF communications  
  i.7. barcode readers  
  i.8. oral, aural or signed communications  
 j. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  j.1. company procedures  
  j.2. enterprise procedures  
  j.3. organisational procedures  
  j.4. established procedures  
 k. Personal protection equipment may include:  
  k.1. gloves  
  k.2. safety headwear and footwear  
  k.3. safety glasses  
  k.4. two-way radios  
  k.5. high visibility clothing |
| 3. Sources of information/documents | a. Information/documents may include:  
  a.1. goods identification numbers and codes  
  a.2. manifests, picking slips, merchandise transfers, stock requisitions and bar codes  
  a.3. manufacturer’s specifications for equipment/tools  
  a.4. workplace procedures and policies  
  a.5. supplier and/or client instructions  
  a.6. material safety data sheets  
  a.7. codes of practice including the National Standards for Manual Handling and the Industry Safety Code  
  a.8. relevant legislation, regulations and related documentation  
  a.9. award, enterprise bargaining agreement, other industrial arrangements  
  a.10. standards and certification requirements  
  a.11. quality assurance procedures  
  a.12. emergency procedures |
### Range Of Variables (continued)

**PICK AND PROCESS ORDERS**

<table>
<thead>
<tr>
<th>4. Applicable regulations and legislation</th>
<th>a. Applicable regulations and legislation may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.1. relevant codes and regulations pertaining to the picking and processing of orders</td>
</tr>
<tr>
<td></td>
<td>a.2. Australian Dangerous Goods Code</td>
</tr>
<tr>
<td></td>
<td>a.3. relevant State/Territory OHS legislation</td>
</tr>
<tr>
<td></td>
<td>a.4. relevant State/Territory environmental protection legislation</td>
</tr>
<tr>
<td></td>
<td>a.5. licence, patent or copyright arrangements</td>
</tr>
<tr>
<td></td>
<td>a.6. water and road use and licence arrangements</td>
</tr>
<tr>
<td></td>
<td>a.7. export/import/quarantine/bond requirements</td>
</tr>
<tr>
<td></td>
<td>a.8. workplace relations regulations</td>
</tr>
<tr>
<td></td>
<td>a.9. workers compensation regulations</td>
</tr>
</tbody>
</table>
Evidence Guide

PICK AND PROCESS ORDERS

1. Critical aspects of evidence to be considered
   a. Assessment must confirm appropriate knowledge and skills to:
      a.1. locate, interpret and apply relevant information
      a.2. identify workplace order picking processes, policies and procedures
      a.3. pick and despatch an order
      a.4. monitor and record stock levels
      a.5. use appropriate manual handling techniques and equipment when moving stock/loads during picking processes
      a.6. provide customer/client service and work effectively with others
      a.7. convey information in written and oral form
      a.8. maintain workplace records and documentation
      a.9. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context

2. Interdependent assessment of units
   a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

3. Required knowledge and skills
   a. Regulations relevant to the picking and processing of orders, including relevant bond, quarantine or other legislative requirements
   b. Relevant OHS and environmental protection procedures and guidelines
   c. Workplace procedures and policies for the picking and processing of orders
   d. Focus of operation of work systems, equipment, management and site operating systems for the picking and processing of orders
   e. Problems that may occur when picking and processing an order and appropriate action that can be taken to resolve the problems
   f. Documentation and record requirements when picking and processing an order
   g. Equipment used during picking and processing operations and the precautions and procedures that should be followed in its use
   h. Housekeeping standards procedures required in the workplace
   i. Site layout and obstacles
   j. Focus of operation of work system for orders and the relationships and requirements in respect of related systems
   k. Ability to select and use relevant equipment and communications technology when picking and processing orders
   l. Ability to modify activities depending on differing workplace contexts, risk situations and environments
   m. Ability to use manual handling techniques in accordance with OHS requirements
   n. Ability to read and comprehend simple statements in English
   o. Ability to read and interpret instructions, procedures and labels relevant to the picking and processing of orders
   p. Ability to use required personal protective clothing and equipment conforming to industry and OHS standards
   q. Ability to identify relevant stock and goods coding and labelling, including ADG and IMDG markings
   r. Ability to estimate the size, shape and special requirements of goods/loads
### PICK AND PROCESS ORDERS

#### 4. Resource implications

<table>
<thead>
<tr>
<th>a. Access is required to opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to pick and process orders, and/or</td>
</tr>
<tr>
<td>a.2. pick and process orders in an appropriate range of operational situations</td>
</tr>
</tbody>
</table>

#### 5. Consistency in performance

<table>
<thead>
<tr>
<th>a. Applies underpinning knowledge and skills when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. identifying workplace order picking processes, policies and procedures</td>
</tr>
<tr>
<td>a.2. picking and despatching an order</td>
</tr>
<tr>
<td>a.3. monitoring and recording stock levels</td>
</tr>
<tr>
<td>a.4. applying safety precautions relevant to the task including the use of appropriate manual handling techniques and equipment</td>
</tr>
<tr>
<td>a.5. providing customer/client service and working effectively with others</td>
</tr>
<tr>
<td>a.6. conveying information in written and oral form</td>
</tr>
<tr>
<td>a.7. maintaining workplace records and documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Shows evidence of application of relevant workplace procedures including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.1. relevant codes of practice and regulations pertaining to the picking and processing orders</td>
</tr>
<tr>
<td>b.2. Australian codes of practice for the handling and transport of dangerous goods, explosives and hazardous substances</td>
</tr>
<tr>
<td>b.3. OHS regulations and hazard prevention policies and procedures</td>
</tr>
<tr>
<td>b.4. workplace procedures and work instructions concerning the picking and processing of orders (including housekeeping and security procedures)</td>
</tr>
<tr>
<td>b.5. manufacturer’s instructions for the use of equipment</td>
</tr>
<tr>
<td>b.6. procedures for the use of personal protection equipment</td>
</tr>
<tr>
<td>b.7. obtaining assistance from other team members when required</td>
</tr>
<tr>
<td>b.8. customer service and quality assurance procedures and policies</td>
</tr>
<tr>
<td>b.9. environmental protection procedures</td>
</tr>
</tbody>
</table>

| c. Action is taken promptly to report any accidents, incidents or difficulties in the picking and processing of orders in accordance with OHS and regulatory requirements and workplace procedures |

| d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts |

| e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others |

| f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel |
Evidence Guide (continued)

PICK AND PROCESS ORDERS

6. Context for assessment

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
          a.2.1. at the Registered Training Organisation, and/or
          a.2.2. in an appropriate work situation

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
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</tr>
</tbody>
</table>

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### TDTA1897B Organise despatch operations

**Field A Handling Cargo/Stock**

**DESCRIPTION:**

This unit involves the skills and knowledge required to organise despatch operations in accordance with workplace requirements including planning and organising despatch operations, organising the storage and despatch of stock, and completing all required documentation and records.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan and organise despatch operations | a. Knowledge of product characteristics and workplace procedures are applied to the analysis of the stock  
 b. Resources including manual handling equipment, employee competencies, storage areas and goods management equipment are identified to match stock characteristics  
 c. Deadlines are scheduled to meet order requirements  
 d. Work processes are planned to meet deadlines |
| 2. Organise the storage and despatch of stock | a. Employees, equipment and storage areas are allocated and supervised  
 b. Individuals are informed of work requirements and deadlines  
 c. Work processes are monitored to ensure that resources, both human and equipment, are maintained at productive levels and in accordance with workplace procedures and OHS requirements  
 d. Discrepancies in stocks are noted and reported in accordance with company procedures |
| 3. Complete documentation | a. Required despatch documentation and records are completed in accordance with workplace procedures |
## Range Of Variables

### ORGANISE DESPATCH OPERATIONS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Work must be carried out in accordance with codes/regulations and workplace requirements relevant to the organisation of despatch operations  
  b. Work is performed under some supervision generally within a team environment  
  c. Work involves the application of regulatory requirements and workplace procedures to the organisation of despatch operations in the warehousing, distribution and/or storage industries |
| **2. Worksite environment** | a. Work may be conducted in a range of work environments by day or night  
  b. Customers may be internal or external  
  c. Workplaces may comprise large, medium or small worksites  
  d. Work may be conducted in:  
    d.1. limited or restricted spaces  
    d.2. exposed conditions  
    d.3. controlled or open environments  
  e. Goods to be despatched may involve special handling, location, storage and/or packaging requirements, including temperature controlled goods, dangerous goods or hazardous substances  
  f. Problems that may occur when despatching an order include:  
    f.1. wrong stock is despatched  
    f.2. wrong carton for order  
    f.3. incorrect location  
    f.4. damaged stock  
    f.5. no stock at location  
    f.6. incorrect quantity  
    f.7. failing to meet a special order requirement  
    f.8. failing to meet customer's delivery requirements  
  g. Special order requirements may include:  
    g.1. pricing  
    g.2. special packing  
    g.3. specific size of carton  
    g.4. special categories of stock  
  h. Hazards in the work area may include exposure to:  
    h.1. chemicals  
    h.2. dangerous or hazardous substances  
    h.3. movements of equipment, goods and materials  
    h.4. oil or water on floor  
    h.5. a fire or explosion  
    h.6. damaged packaging or pallets  
    h.7. debris on floor  
    h.8. faulty racking  
    h.9. poorly stacked pallets  
    h.10. faulty equipment |
### Range Of Variables (continued)

#### ORGANISE DESPATCH OPERATIONS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **2. Worksite environment (continued)** | i. Communication in the work area may include:  
 | | i.1. phone  
 | | i.2. electronic data interchange (EDI)  
 | | i.3. fax  
 | | i.4. e-mail  
 | | i.5. Internet  
 | | i.6. RF communications  
 | | i.7. barcode readers  
 | | i.8. oral, aural or signed communications  
 | j. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
 | | j.1. company procedures  
 | | j.2. enterprise procedures  
 | | j.3. organisational procedures  
 | | j.4. established procedures  
 | k. Personal protection equipment may include:  
 | | k.1. gloves  
 | | k.2. safety headwear and footwear  
 | | k.3. safety glasses  
 | | k.4. two-way radios  
 | | k.5. high visibility clothing  
 | l. Consultative processes may involve:  
 | | l.1. workplace personnel  
 | | l.2. supervisors and managers  
 | | l.3. customers/clients  
 | | l.4. drivers and agents  
 | | l.5. contractors  
 | | l.6. official representatives  

| **3. Sources of information/documents** | a. Information/documents may include:  
 | | a.1. goods identification numbers and codes  
 | | a.2. manifests, picking slips, merchandise transfers, stock requisitions and bar codes  
 | | a.3. manufacturer’s specifications for equipment/tools  
 | | a.4. workplace procedures and policies  
 | | a.5. supplier and/or client instructions  
 | | a.6. dangerous goods declarations and material safety data sheets (where applicable)  
 | | a.7. codes of practice including the National Standards for Manual Handling and the Industry Safety Code  
 | | a.8. relevant legislation, regulations and related documentation including the ADG Code  
 | | a.9. award, enterprise bargaining agreement, other industrial arrangements  
 | | a.10. standards and certification requirements  
 | | a.11. quality assurance procedures  
 | | a.12. emergency procedures  

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Range Of Variables (continued)

4. Applicable regulations and legislation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Applicable regulations and legislation may include:</td>
</tr>
<tr>
<td>a.1.</td>
<td>relevant codes and regulations pertaining to the organising of despatch operations</td>
</tr>
<tr>
<td>a.2.</td>
<td>Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:</td>
</tr>
<tr>
<td>a.2.1.</td>
<td>Australian and International Dangerous Goods Codes</td>
</tr>
<tr>
<td>a.2.2.</td>
<td>Australian Marine Orders and the International Maritime Dangerous Goods Code</td>
</tr>
<tr>
<td>a.2.3.</td>
<td>IATA’s ‘Dangerous Goods by Air’ regulations</td>
</tr>
<tr>
<td>a.2.4.</td>
<td>Australian and International Explosives Codes</td>
</tr>
<tr>
<td>a.3.</td>
<td>relevant State/Territory OHS legislation</td>
</tr>
<tr>
<td>a.4.</td>
<td>relevant State/Territory environmental protection legislation</td>
</tr>
<tr>
<td>a.5.</td>
<td>licence, patent or copyright arrangements</td>
</tr>
<tr>
<td>a.6.</td>
<td>water and road use and licence arrangements</td>
</tr>
<tr>
<td>a.7.</td>
<td>export/import/quarantine/bond requirements</td>
</tr>
<tr>
<td>a.8.</td>
<td>workplace relations regulations</td>
</tr>
<tr>
<td>a.9.</td>
<td>workers compensation regulations</td>
</tr>
</tbody>
</table>
Evidence Guide

**ORGANISE DESPATCH OPERATIONS**

| **1. Critical aspects of evidence to be considered** | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. locate, interpret and apply information relevant to despatch operations  
| | a.2. plan and organise despatch operations  
| | a.3. organise the storage and despatch of stock  
| | a.4. provide customer/client service and work effectively with others  
| | a.5. convey information in written and oral form  
| | a.6. maintain workplace records and documentation  
| | a.7. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context |

| **2. Interdependent assessment of units** | a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job function |

| **3. Required knowledge and skills** | a. Regulations relevant to the organising of despatch operations, including the ADG Code and relevant bond, quarantine or other legislative requirements  
| | b. Relevant OHS and environmental protection procedures and guidelines  
| | c. Workplace procedures and policies for the organising of despatch operations  
| | d. Focus of operation of work systems, equipment, management and site operating systems for the organising of despatch operations  
| | e. Problems that may occur when organising despatch operations and appropriate action that can be taken to resolve the problems  
| | f. Documentation and record requirements for despatch operations  
| | g. Equipment used during the organisation of despatch operations and the precautions and procedures that should be followed in its use  
| | h. Housekeeping standards procedures required in the workplace  
| | i. Site layout and obstacles  
| | j. Focus of operation of work system for orders and the relationships and requirements in respect of related systems  
| | k. Ability to select and use relevant equipment and communications technology when organising despatch operations  
| | l. Ability to modify activities depending on differing workplace contexts, risk situations and environments  
| | n. Ability to read and comprehend simple statements in English  
| | q. Ability to identify relevant stock and goods coding and labelling, including ADG and IMDG markings  
| | r. Ability to estimate the size, shape and special requirements of goods/loads |

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Evidence Guide (continued)

**ORGANISE DESPATCH OPERATIONS**

4. **Resource implications**
   a. Access is required to opportunities to:
      a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to organise despatch operations, and/or
      a.2. organise despatch operations in an appropriate range of operational situations

5. **Consistency in performance**
   a. Applies underpinning knowledge and skills when:
      a.1. locating, interpreting and applying relevant information
      a.2. planning and organising despatch operations
      a.3. organising the storage and despatch of stock
      a.4. providing customer/client service and working effectively with others
      a.5. conveying information in written and oral form
      a.6. maintaining workplace records and documentation
   b. Shows evidence of application of relevant workplace procedures including:
      b.1. relevant codes of practice and regulations, including ADG Code
      b.2. OHS regulations and hazard prevention policies and procedures
      b.3. workplace procedures and work instructions concerning the organising of despatch operations (including security procedures)
      b.4. manufacturer’s instructions for the use of equipment
      b.5. procedures for the use of personal protection equipment
      b.6. customer service and quality assurance procedures and policies
      b.7. environmental protection procedures
   c. Action is taken promptly to report any accidents, incidents or difficulties in the organising of despatch operations in accordance with OHS and regulatory requirements and workplace procedures
   d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
   e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
   f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

6. **Context for assessment**
   a. Assessment of this unit must be undertaken by a Registered Training Organisation:
      a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
      a.2. Appropriate practical assessment must occur:
         a.2.1. at the Registered Training Organisation, and/or
         a.2.2. in an appropriate work situation

---

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
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</tbody>
</table>

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TDTC297B Drive light rigid vehicle

Field  C  Driving Vehicle

DESCRIPTION:
This unit involves the skills and knowledge required to drive a light rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition, and performance and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver licence requirements before driving a light rigid vehicle on a public road.

ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Drive the light rigid vehicle | a. The light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions  
b. Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage  
c. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving  
d. The light rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning  
e. The light rigid vehicle is parked, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and workplace procedures  
f. Appropriate procedures are followed in the event of a driving emergency |

| 2. Monitor traffic and road conditions | a. The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations  
b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities |

| 3. Monitor and maintain vehicle performance | a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle  
b. Performance and efficiency of vehicle operation is monitored during use  
c. Defective or irregular performance or malfunctions are reported to the appropriate authority  
d. Vehicle records are maintained/updated and information is processed in accordance with workplace procedures |
## Range Of Variables

### DRIVE LIGHT RIGID VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to light rigid vehicles  
b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial light rigid vehicle across a variety of driving contexts |
| **2. Worksite environment** | a. Type of vehicle includes all light rigid vehicles including trucks and buses greater than 4.5 tonnes or seating more than 12 adults including the driver  
b. Driving may be carried out in typical road transport situations, including:  
  b.1. operations conducted at day or night  
  b.2. typical weather conditions  
  b.3. on the open road  
  b.4. on a private road  
  b.5. while at a depot, base or warehouse  
  b.6. while at a client’s workplace or work site  
c. Vehicle handling procedures may include:  
  c.1. starting a vehicle  
  c.2. steering and manoeuvring a vehicle  
  c.3. accelerating and braking  
  c.4. positioning and stopping a vehicle  
  c.5. reversing a vehicle  
  c.6. operating vehicle controls, instruments and indicators  
  c.7. using defensive driving techniques  
  c.8. managing engine performance  
d. Pre-operational checks may include:  
  d.1. visual check of vehicle  
  d.2. checking and topping up of fluid levels  
  d.3. checks of tyre pressures  
  d.4. checks of operation of vehicle lights and indicators  
  d.5. checks of brakes  
e. Minor routine repairs may include:  
  e.1. replacement of blown globes in vehicle lights  
  e.2. replacement of broken fan belt  
  e.3. replacement of blown fuse  
  e.4. replacement of door mirrors  
  e.5. repairs to rear tail-light lens  
  e.6. changing of tyres  
  e.7. repair of tyre punctures  
  e.8. replacement of broken coolant hose |
Range of Variables (continued)

**DRIVE LIGHT RIGID VEHICLE**

2. Worksite environment (continued)
   - f. Driving hazards may include (examples only):
     - f.1. wet and iced roads
     - f.2. oil on road
     - f.3. animals and objects on road
     - f.4. fire in vehicle
     - f.5. leaking fuel
     - f.6. faulty brakes
     - f.7. parked vehicles on the road
     - f.8. faulty steering mechanism on vehicle
     - f.9. pedestrians crossing the road
     - f.10. flooded sections of road
     - f.11. windy sections of road
     - f.12. foggy conditions
   - g. Factors that can cause traffic delays and diversions may include (examples only):
     - g.1. traffic accidents
     - g.2. flooded sections of road
     - g.3. road damage
     - g.4. bridge/tunnel damage
     - g.5. road works
     - g.6. building construction
     - g.7. emergency situations such as bushfires, building fires, etc.
     - g.8. road closures for special events such as marches, parades, etc.
     - g.9. holiday traffic
     - g.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
   - h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
     - h.1. company procedures
     - h.2. enterprise procedures
     - h.3. organisational procedures
     - h.4. established procedures

3. Sources of information/documents
   - a. Documentation/records may include:
     - a.1. State/Territory light rigid vehicle driving licence requirements
     - a.2. State/Territory road rules
     - a.3. workplace driving instructions and procedures
     - a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperational checks of vehicle
     - a.5. emergency procedures
     - a.6. vehicle log book or record book (where required)

4. Applicable regulations and legislation
   - a. Applicable procedures and codes may include:
     - a.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to light rigid vehicles
     - a.2. relevant State/Territory road rules
     - a.3. relevant State/Territory permit regulations and requirements
     - a.4. relevant State/Territory OHS legislation
     - a.5. relevant State/Territory fatigue management regulations
     - a.6. relevant State/Territory environmental protection legislation
## Evidence Guide

### DRIVE LIGHT RIGID VEHICLE

#### 1. Critical aspects of evidence to be considered

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Assessment must confirm appropriate knowledge and skills to:</td>
</tr>
<tr>
<td></td>
<td>a.1. follow correct light rigid vehicle handling procedures</td>
</tr>
<tr>
<td></td>
<td>a.2. monitor traffic and road conditions</td>
</tr>
<tr>
<td></td>
<td>a.3. carry out pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>a.4. monitor and maintain vehicle performance</td>
</tr>
<tr>
<td></td>
<td>a.5. follow OHS and environmental protection procedures and regulations</td>
</tr>
<tr>
<td></td>
<td>a.6. follow emergency procedures when required</td>
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</tbody>
</table>

#### 2. Interdependent assessment of units

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>a.</td>
<td>This unit of competency may be assessed in conjunction with other competency units that form part of a transport worker's job function</td>
</tr>
</tbody>
</table>

#### 3. Required knowledge and skills

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority</td>
</tr>
<tr>
<td>b.</td>
<td>Relevant OHS and environmental procedures and regulations</td>
</tr>
<tr>
<td>c.</td>
<td>Light rigid vehicle controls, instruments and indicators and their use</td>
</tr>
<tr>
<td>d.</td>
<td>Light rigid vehicle handling procedures</td>
</tr>
<tr>
<td>e.</td>
<td>Procedures to be followed in the event of a driving emergency</td>
</tr>
<tr>
<td>f.</td>
<td>Engine power management and safe driving strategies</td>
</tr>
<tr>
<td>g.</td>
<td>Efficient driving techniques</td>
</tr>
<tr>
<td>h.</td>
<td>Pre-operational checks carried out on vehicle and related action</td>
</tr>
<tr>
<td>i.</td>
<td>Differences between transmission types</td>
</tr>
<tr>
<td>j.</td>
<td>Fatigue management techniques</td>
</tr>
<tr>
<td>k.</td>
<td>Map reading and road navigation techniques</td>
</tr>
<tr>
<td>l.</td>
<td>Driving hazards and related defensive driving techniques</td>
</tr>
<tr>
<td>m.</td>
<td>Principles of stress management when driving a vehicle</td>
</tr>
<tr>
<td>n.</td>
<td>Factors which may cause traffic delays and diversions and related action that can be taken by a driver</td>
</tr>
<tr>
<td>o.</td>
<td>Workplace driving and operational instructions</td>
</tr>
<tr>
<td>p.</td>
<td>Causes and effects of fatigue on drivers</td>
</tr>
<tr>
<td>q.</td>
<td>Strategies to manage on-road fatigue</td>
</tr>
<tr>
<td>r.</td>
<td>Factors which increase fatigue-related accidents</td>
</tr>
<tr>
<td>s.</td>
<td>Lifestyles which promote the effective long-term management of fatigue</td>
</tr>
<tr>
<td>t.</td>
<td>Ability to read instructions, procedures and signage relevant to the driving of a light rigid vehicle</td>
</tr>
<tr>
<td>u.</td>
<td>Ability to monitor and anticipate traffic hazards and take appropriate action</td>
</tr>
</tbody>
</table>
## DRIVE LIGHT RIGID VEHICLE

### 4. Resource implications

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Access is required to opportunities to:</td>
</tr>
<tr>
<td>a.1.</td>
<td>participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to drive a commercial light rigid vehicle equal to or less than 4.5 tonnes GVM and seating up to 12 adults (including the driver and all types of transmission), and/or</td>
</tr>
<tr>
<td>a.2.</td>
<td>drive such a commercial light rigid vehicle in an appropriate range of operational situations</td>
</tr>
</tbody>
</table>

### 5. Consistency in performance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Applies underpinning knowledge and skills when:</td>
</tr>
<tr>
<td>a.1.</td>
<td>driving a light rigid vehicle</td>
</tr>
<tr>
<td>a.2.</td>
<td>monitoring traffic and road conditions and taking appropriate action</td>
</tr>
<tr>
<td>a.3.</td>
<td>carrying out pre-operational checks and taking appropriate action</td>
</tr>
<tr>
<td>a.4.</td>
<td>monitoring and maintaining vehicle performance</td>
</tr>
<tr>
<td>a.5.</td>
<td>exercising all required safety, environmental and hazard control precautions and procedures during driving operations</td>
</tr>
<tr>
<td>a.6.</td>
<td>communicating effectively with others when driving a vehicle</td>
</tr>
<tr>
<td>a.7.</td>
<td>completing required documentation</td>
</tr>
<tr>
<td>b.</td>
<td>Shows evidence of application of relevant workplace procedures including:</td>
</tr>
<tr>
<td>b.1.</td>
<td>relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to light rigid vehicles</td>
</tr>
<tr>
<td>b.2.</td>
<td>OHS policies and procedures</td>
</tr>
<tr>
<td>b.3.</td>
<td>identification of driving hazards and the use of appropriate defensive driving techniques</td>
</tr>
<tr>
<td>b.4.</td>
<td>workplace procedures and work instructions (including security and housekeeping procedures)</td>
</tr>
<tr>
<td>b.5.</td>
<td>relevant vehicle manufacturer’s guidelines related to the driving of the light rigid vehicle</td>
</tr>
<tr>
<td>b.6.</td>
<td>environmental protection procedures when driving a vehicle and carrying out pre-operational checks</td>
</tr>
<tr>
<td>c.</td>
<td>Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer’s instructions, road traffic authority requirements and workplace procedures</td>
</tr>
<tr>
<td>d.</td>
<td>Performance is demonstrated consistently over a period of time and in a suitable range of contexts</td>
</tr>
<tr>
<td>e.</td>
<td>Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

**DRIVE LIGHT RIGID VEHICLE**

6. Context for assessment

<table>
<thead>
<tr>
<th>Key Competencies</th>
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</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise</td>
</tr>
<tr>
<td>Communicate Ideas &amp; Information</td>
</tr>
<tr>
<td>Plan &amp; Organise Activities</td>
</tr>
<tr>
<td>Work with Others &amp; in Teams</td>
</tr>
<tr>
<td>Use Mathematical Ideas &amp; Techniques</td>
</tr>
<tr>
<td>Solve Problems</td>
</tr>
<tr>
<td>Use Technology</td>
</tr>
</tbody>
</table>

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<tr>
<td>Use Mathematical Ideas &amp; Techniques</td>
</tr>
<tr>
<td>Solve Problems</td>
</tr>
<tr>
<td>Use Technology</td>
</tr>
</tbody>
</table>

1 1 1 1 1 1 1 2
TDTC397B Drive medium rigid vehicle

Field C  Driving Vehicle

DESCRIPTION:
This unit involves the skills and knowledge required to drive a medium rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver licence requirements before driving a medium rigid vehicle on a public road.

ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Drive the medium rigid vehicle | a. The medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer's instructions  
b. Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage  
c. Engine operation is maintained within manufacturer's specified torque range and temperature through effective transmission use  
d. Braking system of medium rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions  
e. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving  
f. The medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning  
g. The medium rigid vehicle is parked, shut down and secured in accordance with manufacturer's specifications, traffic regulations and workplace procedures  
h. Appropriate procedures are followed in the event of a driving emergency |
| 2. Monitor traffic and road conditions | a. The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations  
b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities |
| 3. Monitor and maintain vehicle performance | a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle  
b. Performance and efficiency of vehicle operation is monitored during use  
c. Defective or irregular performance or malfunctions are reported to the appropriate authority  
d. Vehicle records are maintained/updated and information is processed in accordance with workplace procedures |
# Range Of Variables

## DRIVE MEDIUM RIGID VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context**    | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to medium rigid vehicles  
 b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
 c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial medium rigid vehicle across a variety of driving contexts |
| **2. Worksite environment** | a. Type of vehicle includes all medium rigid vehicles, for example any 2-axle rigid vehicle, including truck and bus greater than 8 tonnes GVM.  
 b. Driving may be carried out in typical road transport situations, including:  
   b.1. operations conducted at day or night  
   b.2. typical weather conditions  
   b.3. on the open road  
   b.4. on a private road  
   b.5. while at a depot, base or warehouse  
   b.6. while at a client’s workplace or work site  
 c. Vehicle handling procedures may include:  
   c.1. starting a vehicle  
   c.2. steering and manoeuvring a vehicle  
   c.3. accelerating and braking  
   c.4. positioning and stopping a vehicle  
   c.5. reversing a vehicle  
   c.6. operating vehicle controls, instruments and indicators  
   c.7. using air brakes  
   c.8. using defensive driving techniques  
   c.9. managing engine performance  
 d. Pre-operational checks may include:  
   d.1. visual check of vehicle  
   d.2. checking and topping up of fluid levels  
   d.3. checks of tyre pressures  
   d.4. checks of operation of vehicle lights and indicators  
   d.5. checks of brakes  
 e. Minor routine repairs may include:  
   e.1. replacement of blown globes in vehicle lights  
   e.2. replacement of broken fan belt  
   e.3. replacement of blown fuse  
   e.4. replacement of door mirrors  
   e.5. repairs to rear tail-light lens  
   e.6. changing of tyres  
   e.7. repair of tyre punctures  
   e.8. replacement of broken coolant hose |
## Range of Variables (continued)

### DRIVE MEDIUM RIGID VEHICLE

#### 2. Worksite environment (continued)

<table>
<thead>
<tr>
<th></th>
<th>f. Driving hazards may include (examples only):</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>f.1. wet and iced roads</td>
</tr>
<tr>
<td></td>
<td>f.2. oil on road</td>
</tr>
<tr>
<td></td>
<td>f.3. animals and objects on road</td>
</tr>
<tr>
<td></td>
<td>f.4. fire in vehicle</td>
</tr>
<tr>
<td></td>
<td>f.5. leaking fuel</td>
</tr>
<tr>
<td></td>
<td>f.6. faulty brakes</td>
</tr>
<tr>
<td></td>
<td>f.7. parked vehicles on the road</td>
</tr>
<tr>
<td></td>
<td>f.8. faulty steering mechanism on vehicle</td>
</tr>
<tr>
<td></td>
<td>f.9. pedestrians crossing the road</td>
</tr>
<tr>
<td></td>
<td>f.10. flooded sections of road</td>
</tr>
<tr>
<td></td>
<td>f.11. windy sections of road</td>
</tr>
<tr>
<td></td>
<td>f.12. foggy conditions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>g. Factors that can cause traffic delays and diversions may include:</th>
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<tbody>
<tr>
<td></td>
<td>g.1. traffic accidents</td>
</tr>
<tr>
<td></td>
<td>g.2. flooded sections of road</td>
</tr>
<tr>
<td></td>
<td>g.3. road damage</td>
</tr>
<tr>
<td></td>
<td>g.4. bridge/tunnel damage</td>
</tr>
<tr>
<td></td>
<td>g.5. road works</td>
</tr>
<tr>
<td></td>
<td>g.6. building construction</td>
</tr>
<tr>
<td></td>
<td>g.7. emergency situations such as bushfires, building fires, etc.</td>
</tr>
<tr>
<td></td>
<td>g.8. road closures for special events such as marches, parades, etc.</td>
</tr>
<tr>
<td></td>
<td>g.9. holiday traffic</td>
</tr>
<tr>
<td></td>
<td>g.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>h.1. company procedures</td>
</tr>
<tr>
<td></td>
<td>h.2. enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>h.3. organisational procedures</td>
</tr>
<tr>
<td></td>
<td>h.4. established procedures</td>
</tr>
</tbody>
</table>

#### 3. Sources of information/documents

<table>
<thead>
<tr>
<th></th>
<th>a. Documentation/records may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. State/Territory medium rigid vehicle driving licence requirements</td>
</tr>
<tr>
<td></td>
<td>a.2. State/Territory road rules</td>
</tr>
<tr>
<td></td>
<td>a.3. workplace driving instructions and procedures</td>
</tr>
<tr>
<td></td>
<td>a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperational checks of vehicle</td>
</tr>
<tr>
<td></td>
<td>a.5. emergency procedures</td>
</tr>
<tr>
<td></td>
<td>a.6. vehicle log book or record book (where required)</td>
</tr>
</tbody>
</table>

#### 4. Applicable regulations and legislation

<table>
<thead>
<tr>
<th></th>
<th>a. Applicable procedures and codes may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to medium rigid vehicles</td>
</tr>
<tr>
<td></td>
<td>a.2. relevant State/Territory road rules</td>
</tr>
<tr>
<td></td>
<td>a.3. relevant State/Territory permit regulations and requirements</td>
</tr>
<tr>
<td></td>
<td>a.4. relevant State/Territory OHS legislation</td>
</tr>
<tr>
<td></td>
<td>a.5. relevant State/Territory fatigue management regulations</td>
</tr>
<tr>
<td></td>
<td>a.6. relevant State/Territory environmental protection legislation</td>
</tr>
</tbody>
</table>
## Evidence Guide

### DRIVE MEDIUM RIGID VEHICLE

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. follow correct medium rigid vehicle handling procedures  
| | a.2. monitor traffic and road conditions  
| | a.3. carry out pre-operational checks  
| | a.4. monitor and maintain vehicle performance  
| | a.5. follow OHS and environmental protection procedures and regulations  
| | a.6. follow emergency procedures when required |

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other relevant competency units that form part of a transport worker's job function |

| 3. Required knowledge and skills | a. Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority  
| | b. Relevant OHS and environmental procedures and regulations  
| | c. Medium rigid vehicle controls, instruments and indicators and their use  
| | d. Medium rigid vehicle handling procedures  
| | e. Procedures to be followed in the event of a driving emergency  
| | f. Engine power management and safe driving strategies  
| | g. Efficient driving techniques  
| | h. Pre-operational checks carried out on vehicle and related action  
| | i. Differences between transmission types  
| | j. Principles of operation of air brakes and procedures for their use  
| | k. Fatigue management techniques  
| | l. Driving hazards and related defensive driving techniques  
| | m. Principles of stress management when driving a vehicle  
| | n. Factors which may cause traffic delays and diversions and related action that can be taken by a driver  
| | o. Workplace driving and operational instructions  
| | p. Causes and effects of fatigue on drivers  
| | q. Strategies to manage on-road fatigue  
| | r. Factors which increase fatigue-related accidents  
| | s. Lifestyles which promote the effective long-term management of fatigue  
| | t. Ability to read instructions, procedures and signage relevant to the driving of a medium rigid vehicle  
| | u. Map reading and road navigation techniques  
| | v. Ability to monitor and anticipate traffic hazards and take appropriate action |
Evidence Guide (continued)

DRIVE MEDIUM RIGID VEHICLE

4. Resource implications

a. Access is required to opportunities to:
   a.1. participate in a range of exercises, case studies and other real and
        simulated practical and knowledge assessments that demonstrate the
        skills and knowledge to drive a commercial medium rigid vehicle equal to
        or less than 4.5 tonnes GVM and seating up to 12 adults (including the
        driver and all types of transmission), and/or
   a.2. drive such a commercial medium rigid vehicle in an appropriate range of
        operational situations

5. Consistency in performance

a. Applies underpinning knowledge and skills when:
   a.1. driving a medium rigid vehicle
   a.2. monitoring traffic and road conditions and taking appropriate action
   a.3. carrying out pre-operational checks and taking appropriate action
   a.4. monitoring and maintaining vehicle performance
   a.5. exercising all required safety, environmental and hazard control
        precautions and procedures during driving operations
   a.6. communicating effectively with others when driving a vehicle
   a.7. completing required documentation

b. Shows evidence of application of relevant workplace procedures including:
   b.1. relevant State/Territory roads and traffic authority driving regulations and
        licence requirements pertaining to medium rigid vehicles
   b.2. OHS policies and procedures
   b.3. identification of driving hazards and the use of appropriate defensive
        driving techniques
   b.4. workplace procedures and instructions (including security and
        housekeeping procedures)
   b.5. relevant vehicle manufacturer’s guidelines related to the driving of the
        vehicle
   b.6. environmental protection procedures when driving a vehicle and carrying
        out pre-operational checks

c. Action is taken promptly to report and/or rectify any identified vehicle faults or
   malfunctions in accordance with manufacturer’s instructions, road traffic
   authority requirements and workplace procedures

d. Performance is demonstrated consistently over a period of time and in a
   suitable range of contexts

e. Work is completed systematically with required attention to detail and without
   injury to self or others or damage to goods or equipment
Evidence Guide (continued)

DRIVE MEDIUM RIGID VEHICLE

6. Context for assessment

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority

b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   b.2. Appropriate practical assessment must occur:
      b.2.1. at the Registered Training Organisation, and/or
      b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
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</thead>
<tbody>
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</table>
TDTC497C Drive heavy rigid vehicle

Field C  Driving Vehicle

DESCRIPTION:
This unit involves the skills and knowledge required to drive a heavy rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Drive the heavy rigid vehicle | a. The heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions  
b. Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage  
c. Engine operation is maintained within manufacturer’s specified torque range and temperature through effective gear selection and smooth transition in gear changes  
d. Braking system of heavy rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions  
e. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving  
f. The heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.  
g. The heavy rigid vehicle is parked, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and workplace procedures  
h. Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements  
i. Appropriate procedures are followed in the event of a driving emergency |
| 2. Monitor traffic and road conditions | a. The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations  
b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities |
| 3. Monitor and maintain vehicle performance | a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle  
b. Performance and efficiency of vehicle operation is monitored during use  
c. Defective or irregular performance or malfunctions are reported to the appropriate authority  
d. Vehicle records are maintained/updated and information is processed in accordance with workplace procedures |
## Range Of Variables

### DRIVE HEAVY RIGID VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to heavy rigid vehicles  
b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial heavy rigid vehicle across a variety of driving contexts |
| **2. Worksite environment** | a. Type of vehicle includes all heavy rigid vehicles, for example any rigid vehicle with 3 or more axles, including trucks or buses, greater than 8 tonnes GVM.  
b. Driving may be carried out in typical road transport situations, including:  
b.1. operations conducted at day or night  
b.2. typical weather conditions  
b.3. on the open road  
b.4. on a private road  
b.5. while at a depot, base or warehouse  
b.6. while at a client's workplace or work site  
c. Vehicle handling procedures may include:  
c.1. starting a vehicle  
c.2. steering and manoeuvring a vehicle  
c.3. accelerating and braking  
c.4. positioning and stopping a vehicle  
c.5. reversing a vehicle  
c.6. operating vehicle controls, instruments and indicators  
c.7. using air brakes  
c.8. using defensive driving techniques  
c.9. managing engine performance  
d. Pre-operational checks may include:  
d.1. visual check of vehicle  
d.2. checking and topping up of fluid levels  
d.3. checks of tyre pressures  
d.4. checks of operation of vehicle lights and indicators  
d.5. checks of brakes  
e. Minor routine repairs may include:  
e.1. replacement of blown globes in vehicle lights  
e.2. replacement of broken fan belt  
e.3. replacement of blown fuse  
e.4. replacement of door mirrors  
e.5. repairs to rear tail-light lens  
e.6. changing of tyres  
e.7. repair of tyre punctures  
e.8. replacement of broken coolant hose |
Range of Variables (continued)

### DRIVE HEAVY RIGID VEHICLE

#### VARIABLE | SCOPE
--- | ---
2. Worksite environment (continued) | f. Driving hazards may include (examples only):  
  f.1. wet and iced roads  
  f.2. oil on road  
  f.3. animals and objects on road  
  f.4. fire in vehicle  
  f.5. leaking fuel  
  f.6. faulty brakes  
  f.7. parked vehicles on the road  
  f.8. faulty steering mechanism on vehicle  
  f.9. pedestrians crossing the road  
  f.10. flooded sections of road  
  f.11. windy sections of road  
  f.12. foggy conditions  
  f.13. work site hazards including power and service lines, buildings, structures, facilities, underground services, uneven or unstable ground and recently filled trenches, stationary and moving machinery and equipment, hazardous or dangerous materials, noise, light, energy sources, and obstructions  
  g. Factors that can cause traffic delays and diversions may include:  
  g.1. traffic accidents  
  g.2. flooded sections of road  
  g.3. road damage  
  g.4. bridge/tunnel damage  
  g.5. road works  
  g.6. building construction  
  g.7. emergency situations such as bushfires, building fires, etc.  
  g.8. road closures for special events such as marches, parades, sporting events, etc.  
  g.9. holiday traffic  
  g.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.  
  h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  h.1. company procedures  
  h.2. enterprise procedures  
  h.3. organisational procedures  
  h.4. established procedures  
3. Sources of information/documents | a. Documentation/records may include:  
  a.1. State/Territory heavy rigid vehicle driving licence and permit requirements  
  a.2. State/Territory road rules  
  a.3. workplace driving instructions and procedures  
  a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperational checks of vehicle  
  a.5. emergency procedures  
  a.6. vehicle log book or record book (where required)  
  a.7. relevant standards and certification requirements  
  a.8. quality assurance procedures
Range of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
a.1. relevant State/Territory roads and traffic authority driving regulations and licence/permit requirements pertaining to heavy rigid vehicles  
a.2. relevant State/Territory road rules  
a.3. relevant State/Territory permit regulations and requirements  
a.4. relevant State/Territory OHS legislation  
a.5. relevant State/Territory fatigue management regulations  
a.6. relevant State/Territory environmental protection legislation |
Evidence Guide

### DRIVE HEAVY RIGID VEHICLE

1. Critical aspects of evidence to be considered
   - a. Assessment must confirm appropriate knowledge and skills to:
     - a.1. follow correct heavy rigid vehicle handling procedures
     - a.2. monitor traffic and road conditions
     - a.3. carry out pre-operational checks
     - a.4. monitor and maintain vehicle performance
     - a.5. follow OHS and environmental protection procedures and regulations
     - a.6. follow emergency procedures when required

2. Interdependent assessment of units
   - a. This unit of competency may be assessed in conjunction with other relevant competency units that form part of a transport worker's job function

3. Required knowledge and skills
   - a. Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority
   - b. Relevant OHS and environmental procedures and regulations
   - c. Heavy rigid vehicle controls, instruments and indicators and their use
   - d. Heavy rigid vehicle handling procedures
   - e. Procedures to be followed in the event of a driving emergency
   - f. Engine power management and safe driving strategies
   - g. Efficient driving techniques
   - h. Pre-operational checks carried out on heavy rigid vehicle and related action
   - i. Differences between transmission types
   - j. Fatigue management techniques
   - k. Principles of operation of air brakes and procedures for their use
   - l. Fatigue management techniques
   - m. Driving hazards and related defensive driving techniques
   - n. Principles of stress management when driving a vehicle
   - o. Factors which may cause traffic delays and diversions and related action that can be taken by a driver
   - p. Workplace driving and operational instructions
   - q. Causes and effects of fatigue on drivers
   - r. Strategies to manage on-road fatigue
   - s. Factors which increase fatigue-related accidents
   - t. Lifestyles which promote the effective long-term management of fatigue
   - u. Ability to read instructions, procedures and signage relevant to the driving of a heavy rigid vehicle
   - v. Map reading and road navigation techniques
   - w. Ability to monitor and anticipate traffic hazards and take appropriate action
Evidence Guide (continued)

<table>
<thead>
<tr>
<th>DRIVE HEAVY RIGID VEHICLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Resource implications</td>
</tr>
<tr>
<td>a. Access is required to opportunities to:</td>
</tr>
<tr>
<td>a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to drive a commercial heavy rigid vehicle equal to or less than 4.5 tonnes GVM and seating up to 12 adults (including the driver and all types of transmission), and/or</td>
</tr>
<tr>
<td>a.2. drive such a commercial heavy rigid vehicle in an appropriate range of operational situations</td>
</tr>
<tr>
<td>5. Consistency in performance</td>
</tr>
<tr>
<td>a. Applies underpinning knowledge and skills when:</td>
</tr>
<tr>
<td>a.1. driving a heavy rigid vehicle</td>
</tr>
<tr>
<td>a.2. monitoring traffic and road conditions and taking appropriate action</td>
</tr>
<tr>
<td>a.3. carrying out pre-operational checks and taking appropriate action</td>
</tr>
<tr>
<td>a.4. monitoring and maintaining vehicle performance</td>
</tr>
<tr>
<td>a.5. exercising all required safety, environmental and hazard control precautions and procedures during driving operations</td>
</tr>
<tr>
<td>a.6. communicating effectively with others when driving a heavy rigid vehicle</td>
</tr>
<tr>
<td>a.7. completing required documentation</td>
</tr>
<tr>
<td>b. Shows evidence of application of relevant workplace procedures including:</td>
</tr>
<tr>
<td>b.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle</td>
</tr>
<tr>
<td>b.2. OHS policies and procedures</td>
</tr>
<tr>
<td>b.3. identification of driving hazards and the use of appropriate defensive driving techniques</td>
</tr>
<tr>
<td>b.4. workplace procedures and instructions (including security and housekeeping procedures)</td>
</tr>
<tr>
<td>b.5. relevant vehicle manufacturer’s guidelines related to the driving of the heavy rigid vehicle</td>
</tr>
<tr>
<td>b.6. environmental protection procedures when driving a vehicle and carrying out pre-operational checks</td>
</tr>
<tr>
<td>c. Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer’s instructions, road traffic authority requirements and workplace procedures</td>
</tr>
<tr>
<td>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</td>
</tr>
<tr>
<td>e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

DRIVE HEAVY RIGID VEHICLE

6. Context for assessment
   a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority
   b. Assessment of this unit must be undertaken by a Registered Training Organisation:
      b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
      b.2. Appropriate practical assessment must occur:
         b.2.1. at the Registered Training Organisation, and/or
         b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
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<td>2</td>
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</tbody>
</table>
TDTC597C Drive heavy combination vehicle

Field C Driving Vehicle

DESCRIPTION:
This unit involves the skills and knowledge required to drive a heavy combination vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, coupling and uncoupling of trailer, and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted, by or under the authority of, the relevant State/Territory Road Traffic Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver licence requirements before driving a heavy combination vehicle on a public road.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Drive the heavy combination vehicle | a. The heavy combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer's instructions  
   b. Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage  
   c. Engine operation is maintained within manufacturer’s specified torque range and temperature through effective gear selection and smooth transition in gear changes  
   d. Braking system of heavy combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions  
   e. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving  
   f. The heavy combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning  
   g. The heavy combination vehicle is parked, uncoupled, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and workplace procedures  
   h. Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements  
   i. Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations  
   j. Appropriate procedures are followed in the event of a driving emergency |
| 2. Monitor traffic and road conditions | a. The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations  
   b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities |
| 3. Monitor and maintain vehicle performance | a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle  
   b. Prime mover and trailer are aligned and coupled in accordance with manufacturer’s instructions and workplace procedures  
   c. Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational  
   d. Performance and efficiency of vehicle operation is monitored during use  
   e. Defective or irregular performance or malfunctions are reported to the appropriate authority  
   f. Vehicle records are maintained/updated and information is processed in accordance with workplace procedures |
## Range Of Variables

### DRIVE HEAVY COMBINATION VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context**    | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to heavy combination vehicles  
                            b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
                            c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial heavy combination vehicle across a variety of driving contexts |
| **2. Worksit environment**| a. Type of vehicle includes all heavy combination vehicles that may be driven on public and private roads and work sites  
                             b. Driving may be carried out in typical road transport situations, including:  
                                b.1. operations conducted at day or night  
                                b.2. typical weather conditions  
                                b.3. on the open road  
                                b.4. on a private road  
                                b.5. while at a depot, base or warehouse  
                                b.6. while at a client’s workplace or work site  
                             c. Vehicle handling procedures may include:  
                                c.1. starting a vehicle  
                                c.2. steering and manoeuvring a vehicle  
                                c.3. accelerating and braking  
                                c.4. positioning and stopping a vehicle  
                                c.5. reversing a vehicle  
                                c.6. operating vehicle controls, instruments and indicators  
                                c.7. using air brakes  
                                c.8. using defensive driving techniques  
                                c.9. managing engine performance  
                             d. Pre-operational checks may include:  
                                d.1. visual check of vehicle  
                                d.2. checking and topping up of fluid levels  
                                d.3. checks of tyre pressures  
                                d.4. checks of operation of vehicle lights and indicators  
                                d.5. checks of brakes  
                                d.6. checks of coupling equipment  
                             e. Minor routine repairs may include:  
                                e.1. replacement of blown globes in vehicle lights  
                                e.2. replacement of broken fan belt  
                                e.3. replacement of blown fuse  
                                e.4. replacement of door mirrors  
                                e.5. repairs to rear tail-light lens  
                                e.6. changing of tyres  
                                e.7. repair of tyre punctures  
                                e.8. replacement of broken coolant hose |
## Range of Variables (continued)

### DRIVE HEAVY COMBINATION VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | f. Driving hazards may include (examples only):  
  f.1. wet and iced roads  
  f.2. oil on road  
  f.3. animals and objects on road  
  f.4. fire in vehicle  
  f.5. leaking fuel  
  f.6. faulty brakes  
  f.7. parked vehicles on the road  
  f.8. faulty steering mechanism on vehicle  
  f.9. pedestrians crossing the road  
  f.10. flooded sections of road  
  f.11. windy sections of road  
  f.12. foggy conditions  
  f.13. work site hazards including power and service lines, buildings, structures, facilities, underground services, uneven or unstable ground and recently filled trenches, stationary and moving machinery and equipment, hazardous or dangerous materials, noise, light, energy sources, and obstructions |
| | g. Factors that can cause traffic delays and diversions may include (examples only):  
  g.1. traffic accidents  
  g.2. flooded sections of road  
  g.3. road damage  
  g.4. bridge/tunnel damage  
  g.5. road works  
  g.6. building construction  
  g.7. emergency situations such as bushfires, building fires, etc.  
  g.8. road closures for special events such as marches, parades, sporting events, etc.  
  g.9. holiday traffic  
  g.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc. |
| | h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  h.1. company procedures  
  h.2. enterprise procedures  
  h.3. organisational procedures  
  h.4. established procedures |
| 3. Sources of information/documents | a. Documentation/records may include:  
  a.1. State/Territory heavy combination vehicle driving licence/permit requirements  
  a.2. State/Territory road rules  
  a.3. workplace driving instructions and procedures  
  a.4. vehicle manufacturer's instructions, specifications and recommended driving procedures including preoperational checks of vehicle  
  a.5. emergency procedures  
  a.6. vehicle log book or record book (where required) |
Range of Variables (continued)

**DRIVE HEAVY COMBINATION VEHICLE**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
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</thead>
</table>
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
  a.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to heavy combination vehicles  
  a.2. relevant State/Territory road rules  
  a.3. relevant State/Territory permit regulations and requirements  
  a.4. relevant State/Territory OHS legislation  
  a.5. relevant State/Territory fatigue management regulations  
  a.6. relevant State/Territory environmental protection legislation |
Evidence Guide

### DRIVE HEAVY COMBINATION VEHICLE

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. follow correct heavy combination vehicle handling procedures  
| | a.2. monitor traffic and road conditions  
| | a.3. carry out pre-operational checks  
| | a.4. monitor and maintain vehicle performance  
| | a.5. follow OH&S and environmental protection procedures and regulations  
| | a.6. follow emergency procedures when required |

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other relevant competency units that are form of a transport worker's job function |

| 3. Required knowledge and skills | a. Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority  
| | b. Relevant OH&S and environmental procedures and regulations  
| | c. Heavy combination vehicle controls, instruments and indicators and their use  
| | d. Heavy combination vehicle handling procedures  
| | e. Procedures to be followed in the event of a driving emergency  
| | f. Engine power management and safe driving strategies  
| | g. Efficient driving techniques  
| | h. Pre-operational checks carried out on heavy combination vehicle and related action  
| | i. Map reading and vehicle and related action  
| | j. Differences between transmission types  
| | k. Fatigue management techniques  
| | l. Driving hazards and related defensive driving techniques  
| | m. Principles of stress management when driving a vehicle  
| | n. Factors which may cause traffic delays and diversions and related action that can be taken by a driver  
| | o. Workplace driving and operational instructions  
| | p. Causes and effects of fatigue on drivers  
| | q. Strategies to manage on-road fatigue  
| | r. Factors which increase fatigue-related accidents  
| | s. Lifestyles which promote the effective long-term management of fatigue  
| | t. Ability to read instructions, procedures and signage relevant to the driving of a heavy combination vehicle  
| | u. Map reading and road navigation techniques  
| | v. Ability to monitor and anticipate traffic hazards and take appropriate action |
Evidence Guide (continued)

DRIVE HEAVY COMBINATION VEHICLE

4. Resource implications
a. Access is required to opportunities to:
   a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to drive a commercial heavy combination vehicle, and/or
   a.2. drive a commercial heavy combination vehicle in an appropriate range of operational situations

5. Consistency in performance
a. Applies underpinning knowledge and skills when:
   a.1. driving a heavy combination vehicle
   a.2. monitoring traffic and road conditions and taking appropriate action
   a.3. carrying out pre-operational checks and taking appropriate action
   a.4. monitoring and maintaining vehicle performance
   a.5. exercising all required safety, environmental and hazard control precautions and procedures during driving operations
   a.6. communicating effectively with others when driving a heavy combination vehicle
   a.7. completing required documentation
b. Shows evidence of application of relevant workplace procedures including:
   b.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to heavy combination vehicles
   b.2. OHS policies and procedures
   b.3. identification of driving hazards and the use of appropriate defensive driving techniques
   b.4. workplace procedures and instructions (including security and housekeeping procedures)
   b.5. relevant vehicle manufacturer’s guidelines related to the driving of the heavy combination vehicle
   b.6. environmental protection procedures when driving a vehicle and carrying out pre-operational checks
c. Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer’s instructions, road traffic authority requirements and workplace procedures
d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment
Evidence Guide (continued)

**DRIVE HEAVY COMBINATION VEHICLE**

6. **Context for assessment**
   
   a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority
   
   b. Assessment of this unit must be undertaken by a Registered Training Organisation:
      
      b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
      
      b.2. Appropriate practical assessment must occur:
         
         b.2.1. at the Registered Training Organisation, and/or
         
         b.2.2. in an appropriate work situation

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**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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</tbody>
</table>
TDTC697B Drive multi-combination vehicle

Field C Driving Vehicle

DESCRIPTION:
This unit involves the skills and knowledge required to drive a multi-combination vehicle safely, including systematic and efficient control of all vehicle functions, coupling and uncoupling of dollies, monitoring of traffic and road conditions, management of vehicle condition and performance, and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver licence requirements before driving a multi-combination vehicle on a public road.

ELEMENT PERFORMANCE CRITERIA

1. Drive the multi-combination vehicle
   a. The multi-combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions
   b. Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
   c. Braking system of multi-combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions
   d. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
   e. The multi-combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
   f. The multi-combination vehicle is parked, shut down, uncoupled and secured according to manufacturer’s specifications, traffic regulations and workplace procedures
   g. Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
   h. Appropriate procedures are followed in the event of a driving emergency

2. Monitor traffic and road conditions
   a. The most efficient and permissible route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
   b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities

3. Monitor and maintain vehicle performance
   a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
   b. Prime mover, dollies and trailer are aligned and coupled in proper sequence in accordance with manufacturer’s instructions and workplace procedures
   c. Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational
   d. Performance and efficiency of vehicle operation is monitored during use
   e. Defective or irregular performance or malfunctions are reported to the appropriate authority
   f. Vehicle records are maintained/updated and information is processed in accordance with workplace procedures
## Range Of Variables

### DRIVE MULTI-COMBINATION VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
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</thead>
</table>
| **1. General context** | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to multi-combination vehicles  
b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial multi-combination vehicle across a variety of driving contexts |
| **2. Worksite environment** | a. Type of vehicle includes all multi-combination vehicles that may be driven on public and private roads and work sites  
b. Driving may be carried out in typical road transport situations, including:  
b.1. operations conducted at day or night  
b.2. typical weather conditions  
b.3. on the open road  
b.4. on a private road  
b.5. while at a depot, base or warehouse  
b.6. while at a client’s workplace or work site  
c. Vehicle handling procedures may include:  
c.1. starting a vehicle  
c.2. steering and manoeuvring a vehicle  
c.3. accelerating and braking  
c.4. positioning and stopping a vehicle  
c.5. reversing a vehicle  
c.6. operating vehicle controls, instruments and indicators  
c.7. using air brakes  
c.8. using defensive driving techniques  
c.9. managing engine performance  
d. Pre-operational checks may include:  
d.1. visual check of vehicle  
d.2. checking and topping up of fluid levels  
d.3. checks of tyre pressures  
d.4. checks of operation of vehicle lights and indicators  
d.5. checks of brakes  
d.6. checks of coupling equipment  
e. Minor routine repairs may include:  
e.1. replacement of blown globes in vehicle lights  
e.2. replacement of broken fan belt  
e.3. replacement of blown fuse  
e.4. replacement of door mirrors  
e.5. repairs to rear tail-light lens  
e.6. changing of tyres  
e.7. repair of tyre punctures  
e.8. replacement of broken coolant hose |
Range of Variables (continued)

<table>
<thead>
<tr>
<th>DRIVE MULTI-COMBINATION VEHICLE</th>
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2. Worksite environment (continued)

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<tr>
<th></th>
<th>f. Driving hazards may include (examples only):</th>
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<tbody>
<tr>
<td></td>
<td>f.1. wet and iced roads</td>
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<td></td>
<td>f.2. oil on road</td>
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<tr>
<td></td>
<td>f.3. animals and objects on road</td>
</tr>
<tr>
<td></td>
<td>f.4. fire in vehicle</td>
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<td></td>
<td>f.5. leaking fuel</td>
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<td></td>
<td>f.6. faulty brakes</td>
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<td></td>
<td>f.7. parked vehicles on the road</td>
</tr>
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<td></td>
<td>f.8. faulty steering mechanism on vehicle</td>
</tr>
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<td></td>
<td>f.9. pedestrians crossing the road</td>
</tr>
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<td></td>
<td>f.10. flooded sections of road</td>
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<td></td>
<td>f.11. windy sections of road</td>
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<td>f.12. foggy conditions</td>
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<th>g. Factors that can cause traffic delays and diversions may include (examples only):</th>
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<tr>
<td></td>
<td>g.1. traffic accidents</td>
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<td>g.2. flooded sections of road</td>
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<td>g.3. road damage</td>
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<td></td>
<td>g.4. bridge/tunnel damage</td>
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<td></td>
<td>g.5. road works</td>
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<td></td>
<td>g.6. building construction</td>
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<td>g.7. emergency situations such as bushfires, building fires, etc.</td>
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<td></td>
<td>g.8. road closures for special events such as marches, parades, etc.</td>
</tr>
<tr>
<td></td>
<td>g.9. holiday traffic</td>
</tr>
<tr>
<td></td>
<td>g.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.</td>
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<th>h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:</th>
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<tbody>
<tr>
<td></td>
<td>h.1. company procedures</td>
</tr>
<tr>
<td></td>
<td>h.2. enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>h.3. organisational procedures</td>
</tr>
<tr>
<td></td>
<td>h.4. established procedures</td>
</tr>
</tbody>
</table>

3. Sources of information/documents

<table>
<thead>
<tr>
<th></th>
<th>a. Documentation/records may include:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a.1. State/Territory multi-combination vehicle driving licence/permit requirements</td>
</tr>
<tr>
<td></td>
<td>a.2. State/Territory road rules</td>
</tr>
<tr>
<td></td>
<td>a.3. workplace driving instructions and procedures</td>
</tr>
<tr>
<td></td>
<td>a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperational checks of vehicle</td>
</tr>
<tr>
<td></td>
<td>a.5. emergency procedures</td>
</tr>
<tr>
<td></td>
<td>a.6. vehicle log book or record book (where required)</td>
</tr>
</tbody>
</table>

4. Applicable regulations and legislation

<table>
<thead>
<tr>
<th></th>
<th>a. Applicable procedures and codes may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. relevant State/Territory roads and traffic authority driving regulations and licence/permit requirements pertaining to multi-combination vehicles</td>
</tr>
<tr>
<td></td>
<td>a.2. relevant State/Territory road rules</td>
</tr>
<tr>
<td></td>
<td>a.3. relevant State/Territory OHS legislation</td>
</tr>
<tr>
<td></td>
<td>a.4. relevant State/Territory fatigue management regulations</td>
</tr>
<tr>
<td></td>
<td>a.5. relevant State/Territory environmental protection legislation</td>
</tr>
</tbody>
</table>
# Evidence Guide

## DRIVE MULTI-COMBINATION VEHICLE

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. follow correct multi-combination vehicle handling procedures  
| | a.2. monitor traffic and road conditions  
| | a.3. carry out pre-operational checks  
| | a.4. monitor and maintain vehicle performance  
| | a.5. follow OHS and environmental protection procedures and regulations  
| | a.6. follow emergency procedures when required |

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other competency units that form part of a transport worker's job function |

| 3. Required knowledge and skills | a. Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority  
| | b. Relevant OHS and environmental procedures and regulations  
| | c. Multi-combination vehicle controls, instruments and indicators and their use  
| | d. Multi-combination vehicle handling procedures  
| | e. Procedures to be followed in the event of a driving emergency  
| | f. Engine power management and safe driving strategies  
| | g. Efficient driving techniques  
| | h. Pre-operational checks carried out on multi-combination vehicle and related action  
| | i. Differences between transmission types  
| | j. Principles of operation of air brakes and procedures for their use  
| | k. Fatigue management techniques  
| | l. Driving hazards and related defensive driving techniques  
| | m. Principles of stress management when driving a vehicle  
| | n. Factors which may cause traffic delays and diversions and related action that can be taken by a driver  
| | o. Workplace driving and operational instructions  
| | p. Causes and effects of fatigue on drivers  
| | q. Strategies to manage on-road fatigue  
| | r. Factors which increase fatigue-related accidents  
| | s. Lifestyles which promote the effective long-term management of fatigue  
| | t. Ability to read instructions, procedures and signage relevant to the driving of a multi-combination vehicle  
| | u. Map reading and road navigation techniques  
| | v. Ability to monitor and anticipate traffic hazards and take appropriate action |
Evidence Guide (continued)

### DRIVE MULTI-COMBINATION VEHICLE

#### 4. Resource implications

<table>
<thead>
<tr>
<th>a. Access is required to opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to drive a commercial multi-combination vehicle, and/or</td>
</tr>
<tr>
<td>a.2. drive a commercial multi-combination vehicle in an appropriate range of operational situations</td>
</tr>
</tbody>
</table>

#### 5. Consistency in performance

<table>
<thead>
<tr>
<th>a. Applies underpinning knowledge and skills when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. driving a multi-combination vehicle</td>
</tr>
<tr>
<td>a.2. monitoring traffic and road conditions and taking appropriate action</td>
</tr>
<tr>
<td>a.3. carrying out pre-operational checks and taking appropriate action</td>
</tr>
<tr>
<td>a.4. monitoring and maintaining vehicle performance</td>
</tr>
<tr>
<td>a.5. exercising all required safety, environmental and hazard control precautions and procedures during driving operations</td>
</tr>
<tr>
<td>a.6. communicating effectively with others when driving a vehicle</td>
</tr>
<tr>
<td>a.7. completing required documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Shows evidence of application of relevant workplace procedures including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle</td>
</tr>
<tr>
<td>b.2. OHS policies and procedures</td>
</tr>
<tr>
<td>b.3. identification of driving hazards and the use of appropriate defensive driving techniques</td>
</tr>
<tr>
<td>b.4. workplace procedures and instructions (including security and housekeeping procedures)</td>
</tr>
<tr>
<td>b.5. relevant vehicle manufacturer’s guidelines related to the driving of the multi-combination vehicle</td>
</tr>
<tr>
<td>b.6. environmental protection procedures when driving a vehicle and carrying out pre-operational checks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer’s instructions, road traffic authority requirements and workplace procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</td>
</tr>
<tr>
<td>e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

DRIVE MULTI-COMBINATION VEHICLE

6. Context for assessment

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority

b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   b.2. Appropriate practical assessment must occur:
          b.2.1. at the Registered Training Organisation, and/or
          b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
TDTC797B Operate vehicle carrying special loads

Field C  Driving Vehicle

**DESCRIPTION:**

This unit involves the skills and knowledge required to drive a vehicle carrying a special load safely including compliance with road traffic authority and other relevant government regulations and company policies; and effective management of hazardous situations.

*Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory licence requirements and other relevant regulatory and permit requirements before driving a vehicle carrying a special load on a public road.*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Carry out pre-operational checks          | a. The pre-operational checks for the special purpose vehicle and its associated ancillary equipment are carried out in accordance with manufacturer’s requirements, government regulations and workplace policies and procedures  
   b. All faults and defects identified during checks are repaired or reported in accordance with workplace procedures                                                                            |
| 2. Drive a vehicle carrying special loads    | a. The vehicle is manoeuvred in accordance with the regulations/permit requirements for the class of vehicle involved and the load being carried                                                                                             
   b. Vehicles carrying explosives or dangerous goods are driven along designated routes in accordance with the relevant codes, relevant government regulations and workplace policies                                                                                     
   c. The load is transported and the vehicle manoeuvred in accordance with any required precautions relating to unusual/special characteristics of the load and/or relevant government regulations pertaining to the special load including the Australian Dangerous Goods Code and the Australian Explosives Code       
   d. Signs or indicators are fixed to the vehicle if required                                                                                                                                                    
   e. Appropriate procedures are followed for the load concerned in the event of a driving emergency                                                                                                             |
Range Of Variables

### OPERATE VEHICLE CARRYING SPECIAL LOADS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Driving must be carried out in compliance with the licence and permit requirements and regulations of the relevant State/Territory roads and traffic authority as well as the specific regulatory and permit requirements pertaining to the special load being carried  
   b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
   c. Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle carrying a special load across a variety of driving contexts |
| 2. Worksite environment | a. Type of vehicle includes all vehicles designed to carry special loads, for example concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle, and vehicles carrying explosives or dangerous goods  
   b. Driving may be carried out in typical road transport situations, including:  
      b.1. operations conducted at day or night  
      b.2. typical weather conditions  
      b.3. on the open road  
      b.4. on a private road  
      b.5. while at a depot, base or warehouse  
      b.6. while at a client’s workplace or work site  
   c. Vehicle handling procedures may include:  
      c.1. starting a vehicle  
      c.2. steering and manoeuvring a vehicle  
      c.3. accelerating and braking  
      c.4. positioning and stopping a vehicle  
      c.5. reversing a vehicle  
      c.6. operating vehicle controls, instruments and indicators  
      c.7. using defensive driving techniques  
      c.8. managing engine performance  
   d. Pre-operational checks may include:  
      d.1. visual check of vehicle  
      d.2. checking and topping up of fluid levels  
      d.3. checks of tyre pressures  
      d.4. checks of operation of vehicle lights and indicators  
      d.5. checks of brakes  
   e. Minor routine repairs may include:  
      e.1. replacement of blown globes in vehicle lights  
      e.2. replacement of broken fan belt  
      e.3. replacement of blown fuse  
      e.4. replacement of door mirrors  
      e.5. repairs to rear tail-light lens  
      e.6. changing of tyres  
      e.7. repair of tyre punctures  
      e.8. replacement of broken coolant hose |
OPERATE VEHICLE CARRYING SPECIAL LOADS

2. Worksite environment (continued)

f. Designated routes are those that are determined by permit/regulatory requirements for a specific class of load such as explosives or dangerous goods.

g. Driving hazards may include (examples only):
   g.1. wet and iced roads
   g.2. oil on road
   g.3. animals and objects on road
   g.4. fire in vehicle
   g.5. leaking fuel
   g.6. faulty brakes
   g.7. parked vehicles on the road
   g.8. faulty steering mechanism on vehicle
   g.9. pedestrians crossing the road
   g.10. flooded sections of road
   g.11. windy sections of road
   g.12. foggy conditions

h. Factors that can cause traffic delays and diversions may include (examples only):
   h.1. traffic accidents
   h.2. flooded sections of road
   h.3. road damage
   h.4. bridge/tunnel damage
   h.5. road works
   h.6. building construction
   h.7. emergency situations such as bushfires, building fires, etc.
   h.8. road closures for special events such as marches, parades, etc.
   h.9. holiday traffic
   h.10. road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.

i. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
   i.1. company procedures
   i.2. enterprise procedures
   i.3. organisational procedures
   i.4. established procedures

3. Source of information/documents

a. Documentation/records may include:
   a.1. State/Territory driving licence requirements
   a.2. State/Territory road rules
   a.3. workplace driving instructions and procedures for drivers of vehicles carrying the specific load concerned
   a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperative checks of vehicle
   a.5. procedures/designated routes prescribed by the relevant authority for vehicles carrying the specific loads concerned
**Range of Variables (continued)**

<table>
<thead>
<tr>
<th>OPERATE VEHICLE CARRYING SPECIAL LOADS</th>
</tr>
</thead>
</table>

4. **Applicable regulations and legislation**

   a. Applicable procedures and codes may include:

   a.1. relevant State/Territory roads and traffic authority driving regulations and licence/permit requirements pertaining to the class of vehicle

   a.2. relevant regulations/permit requirements specific to the load being carried

   a.3. Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code

   a.4. relevant State/Territory road rules

   a.5. relevant State/Territory OHS legislation

   a.6. relevant State/Territory fatigue management regulations

   a.7. relevant State/Territory environmental protection legislation
## Evidence Guide

### OPERATE VEHICLE CARRYING SPECIAL LOADS

<table>
<thead>
<tr>
<th>1. Critical aspects of evidence to be considered</th>
<th>a. Assessment must confirm appropriate knowledge and skills to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. follow correct vehicle handling procedures for the vehicle and type of load being carried</td>
</tr>
<tr>
<td></td>
<td>a.2. monitor traffic and road conditions</td>
</tr>
<tr>
<td></td>
<td>a.3. operate ancillary equipment required for a vehicle carrying a special load</td>
</tr>
<tr>
<td></td>
<td>a.4. carry out pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>a.5. monitor and maintain vehicle performance</td>
</tr>
<tr>
<td></td>
<td>a.6. follow OHS and environmental protection procedures and regulations</td>
</tr>
<tr>
<td></td>
<td>a.7. follow emergency procedures when required</td>
</tr>
<tr>
<td></td>
<td>a.8. follow procedures and take any special precautions prescribed by any regulations/permit requirements pertaining to the special load being carried including placement/checking of labels, markings and placards</td>
</tr>
</tbody>
</table>

| 2. Interdependent assessment of units          | a. This unit of competency may be assessed in conjunction with other relevant competency units that form part of a transport worker's job function |

| 3. Required knowledge and skills              | a. Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority |
|                                            | b. Where applicable, Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code |
|                                            | c. Relevant OHS and environmental procedures and regulations |
|                                            | d. Vehicle controls, instruments and indicators and their use |
|                                            | e. Vehicle handling procedures                               |
|                                            | f. Procedures to be followed in the event of a driving emergency |
|                                            | g. Engine power management and safe driving strategies        |
|                                            | h. Efficient driving techniques                               |
|                                            | i. Pre-operational checks carried out on vehicle and related action |
|                                            | j. Differences between transmission types                     |
|                                            | k. Fatigue management techniques                             |
|                                            | l. Map reading and road navigation techniques                |
|                                            | m. Driving hazards and related defensive driving techniques  |
|                                            | n. Principles of stress management when driving a vehicle    |
|                                            | o. Factors which may cause traffic delays and diversions and related action that can be taken by a driver |
|                                            | p. Workplace driving and operational instructions             |
|                                            | q. Causes and effects of fatigue on drivers                  |
|                                            | r. Strategies to manage on-road fatigue                      |
|                                            | s. Factors which increase fatigue-related accidents          |
|                                            | t. Lifestyles which promote the effective long-term management of fatigue |
|                                            | u. Ability to read instructions, procedures and signage relevant to the driving of a vehicle |
## Evidence Guide (continued)

### OPERATE VEHICLE CARRYING SPECIAL LOADS

| 4. Resource implications | a. Access is required to opportunities to:  
| | a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate a vehicle carrying a special load, and/or  
| | a.2. drive vehicle carrying special loads in an appropriate range of operational situations  
| 5. Consistency in performance | a. Applies underpinning knowledge and skills when:  
| | a.1. following correct vehicle handling procedures for the vehicle and type of load being carried  
| | a.2. monitoring traffic and road conditions  
| | a.3. operating ancillary equipment required for a vehicle carrying a special load  
| | a.4. carrying out pre-operational checks  
| | a.5. monitoring and maintaining vehicle performance  
| | a.6. following OHS and environmental protection procedures and regulations  
| | a.7. following emergency procedures when required  
| | a.8. following procedures and taking any special precautions prescribed by any regulations/permit requirements pertaining to the special load being carried  
| | b. Shows evidence of application of relevant workplace procedures including:  
| | b.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle  
| | b.2. Dangerous Goods Code or Explosives Code where applicable  
| | b.3. OHS policies and procedures  
| | b.4. identification of driving hazards and the use of appropriate defensive driving techniques  
| | b.5. workplace procedures and instructions (including security and housekeeping procedures)  
| | b.6. relevant vehicle manufacturer’s guidelines relating to the driving of the vehicle  
| | b.7. environmental protection procedures when driving a vehicle and carrying out pre-operational checks  
| | c. Action is taken promptly to report and/or rectify any identified problems with the vehicle or the load in accordance with manufacturer’s instructions, road traffic authority requirements and workplace procedures  
| | d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts  
| | e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment |
Evidence Guide (continued)

OPERATE VEHICLE CARRYING SPECIAL LOADS

6. Context for assessment

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority
b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   b.2. Appropriate practical assessment must occur:
      b.2.1. at the Registered Training Organisation, and/or
      b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
TDTC2501A Operate four wheel drive

Field  C  Driving Vehicle

**DESCRIPTION:**
This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions. These include driving a four wheel drive vehicle on normal roads, traversing slopes, ascending and descending steep slopes and stall recovery. It also includes operation of the vehicle in rugged terrain, the use of a jack and the completion of all pre- and post-operational checks. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver licence requirements before driving a vehicle on a public road.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Operate four wheel drive vehicles on normal roads | a. Pre-start checks of vehicle and equipment are carried out to manufacturer's specifications and roadworthy requirements  
   b. Tyres are checked for pressure suitable for terrain and/or changed in accordance with workplace procedures  
   c. Loads are secured in accordance with workplace and legislative requirements  
   d. Vehicle is driven on and off road to legislative and workplace requirements, at appropriate speeds for conditions and hazards  
   e. Vehicle is parked and shut down in accordance with workplace and manufacturer's requirements |
| 2. Operate vehicle on, or across, a slope | a. Pre-start checks of vehicle and equipment are carried out to manufacturer's specifications and roadworthy requirements  
   b. Tyres are checked for pressure suitable for terrain and/or changed to operational guidelines  
   c. Loads are secured in accordance with workplace and legislative requirements  
   d. Vehicle is driven on and off road to regulatory and workplace requirements at appropriate speeds for conditions and hazards |
| 3. Operate vehicle ascending a steep slope including stall recovery | a. Intended vehicle path is inspected prior to negotiation of slope  
   b. Appropriate gear is selected to ascend grade, and engine revolutions maintained to ensure constant traction  
   c. Air-conditioning unit is turned off to avoid engine acceleration  
   d. Foot brake is applied as vehicle stalls, handbrake applied and ignition turned off  
   e. Clutch is depressed and reverse gear selected  
   f. Clutch is released and handbrake is slowly released  
   g. Ignition is turned on and brakes are released  
   h. Vehicle is started and allowed to reverse down the slope  
   i. Brakes are applied as necessary to control descent |
| 4. Operate vehicle descending a steep slope including stall recovery | a. Intended vehicle path is inspected prior to negotiation of the slope  
b. Appropriate gear is selected to ascend grade, and engine revolutions maintained to ensure constant traction  
c. Air-conditioning unit is turned off to avoid engine acceleration  
d. Braking is used to control decent and skidding is avoided by the application of brakes to emulate ABS  
e. Ignition is turned off, foot brake is applied, and handbrake engaged  
f. Clutch is depressed and low gear is selected  
g. Clutch is released and handbrake is slowly released  
h. Ignition is turned on and brakes are released  
i. Vehicle is started and allowed to continue down the slope  
j. Brakes are applied as necessary to control descent and skids are steered into |
|---|---|
| 5. Operate vehicle in rugged terrain | a. Intended vehicle path is inspected prior to negotiation of rugged terrain  
b. Correct gear/range is selected to negotiate terrain  
c. Freewheel hubs are engaged and disengaged in accordance with driving conditions  
d. Vehicle controls are set in accordance with manufacturer’s instructions for operation in the surrounding terrain  
e. Traction is maintained in accordance with requirements of the vehicle and the surrounding terrain  
f. Selection of appropriate gear/range before negotiating terrain is demonstrated  
g. Where necessary, chains are fitted to vehicle in accordance with manufacturer’s instructions  
h. Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving.  
i. Terrain is negotiated in accordance with requirements for specific driving conditions |
| 6. Operate jack | a. Jack is located under vehicle in accordance with vehicle manufacturer's specifications and workplace procedures  
b. Jack is used and operated in accordance with manufacturer's specifications and workplace procedures |
| 7. Complete operations | a. Vehicle is parked and shut down to workplace and manufacturer's requirements  
b. Faults or malfunctions are corrected and/or reported in accordance with workplace requirements  
c. Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements  
d. Any log books or reports required by the workplace are completed in accordance with workplace procedures |
Range of Variables

**OPERATE FOUR WHEEL DRIVE VEHICLE**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority  
b. Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
c. Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a commercial four wheel drive vehicle across a variety of on-road and off-road contexts |
| 2. Worksite environment | a. Vehicles include all terrain vehicles, cars and utilities, a range of trailers, light trucks  
b. Operations may be carried out in typical four wheel drive situations, including:  
  b.1. operations may be conducted day or night  
  b.2. typical weather conditions  
  b.3. on the open road  
  b.4. in rugged terrain off-road conditions that can be smooth, rough, uneven, slippery, boggy, sandy, steep or hilly  
  b.5. on a steep slope  
  b.6. during emergency response  
  b.7. while at a client's workplace or work site  
c. Vehicle handling procedures may include:  
  c.1. starting a vehicle  
  c.2. steering and manoeuvring a vehicle  
  c.3. accelerating and braking  
  c.4. positioning and stopping a vehicle  
  c.5. reversing a vehicle  
  c.6. operating vehicle controls, instruments and indicators  
  c.7. using defensive driving techniques  
  c.8. managing engine performance  
d. Considerations when driving may include:  
  d.1. operational characteristics of the type of four wheel drive vehicle  
  d.2. workplace procedures  
  d.3. traffic conditions  
  d.4. levels of emergency response  
  d.5. adverse weather  
  d.6. traffic regulations  
  d.7. warning devices  
  d.8. adverse terrain  
e. Traffic conditions to be taken into account when driving may include:  
  e.1. speed limits for operation  
  e.2. legal parking  
  e.3. traffic pattern and density  
  e.4. known peak periods and special community functions  
  e.5. effects of weather on roads  
  e.6. road surface/off-road terrain  
  e.7. visibility |
## Range of Variables

### OPERATE FOUR WHEEL DRIVE VEHICLE

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Worksite environment (continued)</td>
<td>f. Operational hazards may include (examples only): f.1. steep slopes and rugged terrain f.2. wet and iced road/terrain f.3. flooded road/terrain f.4. oil on road f.5. fire in vehicle f.6. leaking fuel f.7. faulty brakes f.8. parked vehicles on the road f.9. faulty steering mechanism on vehicle f.10. pedestrians crossing the road f.11. animals and objects on road f.12. windy or foggy sections of road/terrain</td>
</tr>
</tbody>
</table>
Range of Variables

**OPERATE FOUR WHEEL DRIVE VEHICLE**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | j. Installed devices may include:  
   j.1. warning lights  
   j.2. tachometer  
   j.3. temperature gauge  
   j.4. electrical charging  
   j.5. ancillary systems indicator  
   j.6. speedometer  
   j.7. oil pressure  
   j.8. brake warning lights  
   j.9. audible warning devices  
   j.10. hose  
| k. Minor routine servicing may include:  
   k.1. the replacement of blown globes in vehicle lights  
   k.2. replacement of broken fan belt  
   k.3. replacement of blown fuse  
   k.4. door mirrors  
   k.5. repairs to rear tail-light lens  
   k.6. changing of tyres  
   k.7. repair of tyre punctures  
   k.8. replacement of broken coolant  
| l. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
   l.1. company procedures  
   l.2. enterprise procedures  
   l.3. organisational procedures  
   l.4. established procedures  
| 3. Sources of information / documents | a. Documentation/records may include:  
   a.1. State/Territory driving license requirements  
   a.2. State/Territory road rules  
   a.3. workplace driving instructions and procedures  
   a.4. vehicle manufacturer’s instructions, specifications and recommended driving procedures including preoperational checks of vehicle  
   a.5. emergency procedures  
   a.6. vehicle log book or record book (where required)  
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
   a.1. relevant State/Territory roads and traffic authority driving regulations and license requirements pertaining to the class of four wheel drive vehicle  
   a.2. relevant State/Territory road rules  
   a.3. relevant State/Territory permit regulations and requirements  
   a.4. relevant State/Territory OHS legislation  
   a.5. relevant State/Territory fatigue management regulations  
   a.6. relevant State/Territory environmental protection legislation  

### Evidence Guide

**OPERATE FOUR WHEEL DRIVE VEHICLE**

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. follow correct vehicle handling procedures in both on-road and off-road situations  
| | a.2. operate a four wheel drive vehicle in rugged terrain  
| | a.3. operate a four wheel drive vehicle on steep slopes  
| | a.4. operate a four wheel drive vehicle when traversing slopes  
| | a.5. monitor operational conditions and take appropriate corrective action when needed  
| | a.6. carry out pre-and post-operational checks  
| | a.7. monitor and maintain vehicle performance  
| | a.8. follow OHS and environmental protection procedures and regulations  
| | a.9. follow emergency procedures when required  

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other competency units that form part of a transport worker’s job function  

| 3. Required knowledge and skills | a. Road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority  
| | b. Relevant OHS and environmental procedures and regulations  
| | c. Workplace procedures for the operation of four wheel drive vehicle in both on-road and off-road situations  
| | d. Problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems  
| | e. Hazards that may exist when operating a four wheel drive vehicle in both on-road and off-road situations, and ways of controlling the risks involved  
| | f. Operational knowledge may include:  
| | f.1. vehicle controls, instruments and indicators and their use  
| | f.2. vehicle handling procedures and techniques for a range of conditions, including rock, mud, sand, ice and snow  
| | f.3. procedures to be followed in the event of a driving emergency  
| | f.4. efficient driving techniques and safe driving strategies  
| | f.5. the effect on the centre of gravity of changing fluid loads  
| | f.6. hazards and risks associated with traversing cross slopes  
| | f.7. effects of hard surface driving (e.g. highway wind up) on the 4x4 system  
| | f.8. the appropriate use of diff locks  
| | f.9. pre-and post-operational checks and related action  
| | f.10. documentation and record keeping requirements  
| | g. Ability to:  
| | g.1. read instructions, procedures and signage relevant to the driving of a vehicle  
| | g.2. monitor and anticipate traffic hazards and take appropriate action drive vehicles in a range of conditions  
| | g.3. demonstrate emergency procedures in the operation of vehicles  
| | g.4. conduct pre-start checks  
| | g.5. clean and store vehicles and equipment  
| | g.6. identify operational and correct minor faults  
| | g.7. attach equipment to vehicles  
| | g.8. complete required documentation  

### Evidence Guide (continued)

#### OPERATE FOUR WHEEL DRIVE VEHICLE

<table>
<thead>
<tr>
<th>4. Resource implications</th>
<th>a. access is required to opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate a four wheel drive vehicle in both on-road and off-road conditions, and/or</td>
</tr>
<tr>
<td></td>
<td>a.2. operate a four wheel drive vehicle in an appropriate range of operational on-road and off-road situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Consistency in performance</th>
<th>a. Applies underpinning knowledge and skills when:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. following correct vehicle handling procedures in both on-road and off-road situations</td>
</tr>
<tr>
<td></td>
<td>a.2. operating a four wheel drive vehicle in rugged terrain</td>
</tr>
<tr>
<td></td>
<td>a.3. operating a four wheel drive vehicle on steep slopes</td>
</tr>
<tr>
<td></td>
<td>a.4. operating a four wheel drive vehicle when traversing slopes</td>
</tr>
<tr>
<td></td>
<td>a.5. monitoring operational conditions and taking appropriate corrective action when needed</td>
</tr>
<tr>
<td></td>
<td>a.6. carrying out pre-and post-operational checks</td>
</tr>
<tr>
<td></td>
<td>a.7. monitoring and maintaining vehicle performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Shows evidence of application of relevant workplace procedures including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.1. relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to the class of four wheel drive vehicle</td>
</tr>
<tr>
<td>b.2. OHS policies and procedures</td>
</tr>
<tr>
<td>b.3. identification of driving hazards and the use of appropriate defensive driving techniques</td>
</tr>
<tr>
<td>b.4. workplace procedures and work instructions(including emergency, security and housekeeping procedures)</td>
</tr>
<tr>
<td>b.5. relevant vehicle manufacturer's guidelines related to the driving of the four wheel drive vehicle</td>
</tr>
<tr>
<td>b.6. environmental protection procedures when driving a vehicle and carrying out pre-and post-operational checks</td>
</tr>
</tbody>
</table>

| c. Action is taken promptly to report and/or rectify any identified operational problems and vehicle faults or malfunctions in accordance with workplace procedures, road traffic authority requirements and manufacturer's instructions |

| d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts |

| e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment |
Evidence Guide (continued)

6. **Context for assessment**
   
   a. Assessment of competence must comply with the assessment requirements of
      the relevant State/Territory road traffic authority
   
   b. Assessment of this unit must be undertaken by a Registered Training
      Organisation:
      
      b.1. As a minimum, assessment of knowledge must be conducted through
           appropriate oral and/or written questioning
      
      b.2. Appropriate practical assessment must occur:
           
           b.2.1. at the Registered Training Organisation, and/or
           
           b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
TDTD497B Load and unload goods/cargo

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to load and unload goods and cargo, including loading and unloading goods, securing and protecting the load and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory regulations and codes concerning the loading and unloading of cargo, including mass and loading regulations and regulations dealing with oversize and overmass permits.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Load and unload goods/cargo | a. Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures  
b. Dangerous or hazardous goods are identified and handled in accordance with the Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements  
c. Load is packed/unpacked to make safe and effective use of available spaces  
d. Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures  
e. Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation  
f. Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load  
g. Goods requiring special handling and/or documentation are identified and appropriate procedures followed  
h. Relocated material is restacked appropriate for the transport method, safe height, weight loading, size and crushability of the goods |
| 2. Secure and protect load | a. The distribution of the load is checked to ensure that it is even, legal and within safe working capacity  
b. Load is checked to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with the ADG Code  
c. Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions  
d. The load is protected in accordance with legal and workplace safety requirements |
| 3. Complete documentation | a. The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the ADG Code where applicable  
b. All required documentation for the goods is completed in accordance with workplace requirements including the ADG Code where applicable |
Range Of Variables

LOAD AND UNLOAD GOODS/CARGO

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Work must be carried out in compliance with the relevant regulations/permit requirements including those of the relevant State/Territory roads and traffic authority concerning the loading of goods/cargo  

b. Work is performed under some supervision generally within a team environment  
c. Work involves the application of the basic principles, routine procedures and regulatory/permit requirements to the loading and unloading of goods/cargo |

| 2. Worksite environment | a. Operations may be conducted in a range of work environments by day or night  
b. Customers may be internal or external  
c. Workplaces may comprise large, medium or small worksites  
d. Work may be conducted in:  
d.1. restricted spaces  
d.2. exposed conditions  
d.3. controlled or open environments  
e. Goods/cargo to be loaded or unloaded may require special precautions  
f. Loads to be shifted may be:  
f.1. irregularly shaped  
f.2. packaged or unpackaged  
f.3. labelled or unlabelled  
f.4. palleted or unpalleted  
g. Hazards in the work area may include exposure to:  
g.1. chemicals  
g.2. dangerous or hazardous substances  
g.3. movements of equipment, goods and materials  
h. Personnel in the work area may include:  
h.1. workplace personnel  
h.2. site visitors  
h.3. contractors  
h.4. official representatives  
i. Communication in the work area may include:  
i.1. phone  
i.2. electronic data interchange  
i.3. fax  
i.4. e-mail  
i.5. Internet  
i.6. radio  
i.7. oral, aural or signed communications  
j. Loading operations may be carried out both manually and with the aid of lifting equipment and/or appliances |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Worksite environment (continued)</td>
<td>k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: k.1. company procedures k.2. enterprise procedures k.3. organisational procedures k.4. established procedures l. Personal protection equipment may include: l.1. gloves l.2. safety headwear and footwear l.3. safety glasses l.4. two-way radios l.5. high visibility clothing</td>
</tr>
<tr>
<td>4. Applicable regulations and legislation</td>
<td>a. Applicable regulations and legislation may include a.1. relevant Australian standards and regulations including State/Territory mass and loading regulations a.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: a.2.1. Australian and International Dangerous Goods Codes a.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Code a.2.3. IATA's 'Dangerous Goods by Air' regulations a.2.4. Australian and International Explosives Codes a.3. relevant State/Territory environmental protection legislation a.4. relevant State/Territory OHS legislation</td>
</tr>
</tbody>
</table>
# Evidence Guide

## LOAD AND UNLOAD GOODS/CARGO

### 1. Critical aspects of evidence to be considered

<table>
<thead>
<tr>
<th>a. Assessment must confirm appropriate knowledge and skills to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. identify load characteristics, dangerous or hazardous goods, loading equipment and related practices and take appropriate action</td>
</tr>
<tr>
<td>a.2. identify class and subsidiary risk labels for dangerous goods and take appropriate action</td>
</tr>
<tr>
<td>a.3. follow ADG Code where applicable</td>
</tr>
<tr>
<td>a.4. safely load and unload goods following workplace procedures</td>
</tr>
<tr>
<td>a.5. distribute and secure load for safe transport in accordance with regulations</td>
</tr>
<tr>
<td>a.6. locate, interpret and apply relevant information</td>
</tr>
<tr>
<td>a.7. provide customer/client service and work effectively with others</td>
</tr>
<tr>
<td>a.8. convey information in written and oral form when loading/unloading</td>
</tr>
<tr>
<td>a.9. maintain workplace loading/unloading records</td>
</tr>
<tr>
<td>a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context</td>
</tr>
</tbody>
</table>

### 2. Interdependent assessment of units

| a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function |

### 3. Required knowledge and skills

| a. Relevant Australian standards and regulations including State/Territory mass and loading regulations |
| b. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances |
| c. OHS and procedures and guidelines concerning the lifting and movement of loads |
| d. Risks when loading and unloading goods/cargo and related precautions to control the risk |
| e. Workplace procedures and policies for the loading and unloading of goods/cargo |
| f. Housekeeping standards procedures required in the workplace |
| g. Methods of securing a load |
| h. Site layout and obstacles |
| i. Ability to identify and correctly use equipment required to load and unload goods/cargo |
| j. Ability to modify activities depending on differing workplace contexts, risk situations and environments |
| k. Ability to read and comprehend simple statements in English |
| l. Ability to identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels and take appropriate action |
| m. Ability to estimate the size shape and special requirements of loads and take appropriate action |
| n. Ability to safely use manual handling techniques and to operate manually-operated load shifting equipment |
Evidence Guide (continued)

LOAD AND UNLOAD GOODS/CARGO

4. Resource implications
a. Access is required to opportunities to:
   a.1. participate in a range of exercises, case studies and other real and
        simulated practical and knowledge assessments that demonstrate the
        skills and knowledge to load and unload goods/cargo, and/or
   a.2. load and unload goods/cargo in an appropriate range of operational
        situations

5. Consistency in performance
a. Applies underpinning knowledge and skills when:
   a.1. identifying load characteristics, dangerous or hazardous goods, loading
        equipment and related practices and taking appropriate action
   a.2. identifying class and subsidiary risk labels for dangerous goods and
        taking appropriate action
   a.3. following ADG Code where applicable
   a.4. safely loading and unloading goods following workplace procedures
   a.5. distributing and securing load for safe transport in accordance with
        regulations
   a.6. locating, interpreting and applying relevant information
   a.7. providing customer/client service and work effectively with others
   a.8. conveying information in written and oral form when loading/unloading
   a.9. maintaining workplace loading/unloading records
   a.10. selecting and using appropriate workplace colloquial and technical
        language and communication technologies in the workplace context
b. Shows evidence of application of relevant workplace procedures including:
   b.1. mass and loading regulations and procedures
   b.2. Dangerous Goods Code and associated regulations
   b.3. OHS regulations and hazard prevention policies and procedures
   b.4. workplace procedures and work instructions concerning the loading and
        unloading of goods/cargo
   b.5. relevant guidelines related to the use of loading/unloading equipment
   b.6. housekeeping procedures
   b.7. environmental protection procedures when shifting materials
c. Action is taken promptly to report any accidents, incidents or potential
   difficulties/hazards in loading and unloading goods/cargo in accordance with
   regulations and workplace procedures
d. Performance is demonstrated consistently over a period of time and in a
   suitable range of contexts
e. Work is completed systematically with required attention to detail without
   damage to goods, equipment or personnel

6. Context for assessment
a. Assessment of this unit must be undertaken by a Registered Training
   Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through
        appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
        a.2.1. at the Registered Training Organisation, and/or
        a.2.2. in an appropriate work situation
### Evidence Guide (continued)

#### LOAD AND UNLOAD GOODS/CARGO

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>2</td>
</tr>
</tbody>
</table>
TDTD797B Prepare cargo for transfer with slings

Field D Load Handling

**DESCRIPTION:**
This unit involves the skills and knowledge required to prepare cargo for transfer with slings in accordance with workplace requirements and relevant regulatory requirements, including preparing for transfer of cargo, calculating Safe Working Load (SWL) or Working Load Limit (WLL) of slings and loads, slinging cargo and unslinging cargo, and strapping and unstrapping goods.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare for transfer of cargo | a. Working area is prepared and maintained in accordance with national standards and safety codes and site operating procedures  
          b. Unsafe work practices and/or faulty equipment is reported in accordance with enterprise procedures  
          c. Correct protective equipment is identified and worn |
| 2. Calculate Safe Working Load or Working Load Limit of slings and loads | a. Safe Working Load (SWL) or Working Load Limit (WLL) is calculated using standardised formulae for different types of lifting cables  
          b. Lifting equipment is checked to determine the safe working load  
          c. Slinging gear is checked for conformity with safety equipment |
| 3. Sling cargo and unsling cargo | a. Cargo is slung/unslung in accordance with national standards, safety codes and site operating procedures  
          b. Correct securing devices are identified and used  
          c. Load is steadied by tag lines as required  
          d. Damaged cargo is identified and reported in accordance with enterprise procedures  
          e. Slinging attachments are released from load ensuring no injury to personnel or damage to machinery or cargo |
| 4. Strap and unstrap Goods | a. Cargo is strapped and unstrapped in accordance with national standards, safety codes and site operating procedures  
          b. Mechanical strapping equipment is used in accordance with manufacturer's instructions  
          c. Damaged cargo is identified and reported in accordance with enterprise reporting procedures  
          d. Strapping arrangements are secured/released to/from load ensuring no injury to personnel or damage to machinery or cargo |
Range Of Variables

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context       | a. Work must be carried out in accordance with codes/regulations and workplace requirements relevant to the preparation of cargo for transfer with slings  
b. Safety checks and equipment tests are performed under limited supervision  
c. Work involves the application of regulatory requirements and workplace procedures to the preparation of cargo for transfer with slings in the stevedoring, transport, warehousing, distribution and/or storage industries |
| 2. Worksite environment  | a. Work may be conducted in a range of work environments by day or night  
b. Customers may be internal or external  
c. Workplaces may comprise large, medium or small worksites  
d. Work may be conducted in:  
d.1. limited or restricted spaces  
d.2. exposed conditions  
d.3. controlled or open environments  
d.4. even or uneven surfaces  
d.5. wet or dry surfaces  
e. Slinging gear may include:  
e.1. fibre ropes  
e.2. wire ropes  
e.3. chains  
e.4. webbing slings  
f. Hazards in the work area may include exposure to:  
f.1. chemicals and fumes  
f.2. dangerous or hazardous substances  
f.3. stationary and moving machinery, goods, materials and vehicular traffic  
f.4. contamination of, or from, materials being handled  
f.5. service lines  
f.6. spills, leakages and ruptures  
f.7. dust/vapours  
f.8. faulty gear/equipment/tools  
g. Requirements for work may include:  
g.1. site restrictions and procedures  
g.2. use of safety and personal protection equipment  
g.3. communications equipment  
g.4. specialised lifting and/or handling equipment  
g.5. additional gear and equipment  
g.6. noise restrictions  
g.7. hours of operations  
g.8. authorities and permits  
h. Consultative processes may involve:  
h.1. workplace personnel including supervisors and managers  
h.2. equipment manufacturers and suppliers  
h.3. site visitors and contractors  
h.4. union representatives, industrial relations and OHS specialists  
h.5. other professional or technical staff |
## RANGE OF VARIABLES (CONTINUED)

### PREPARE CARGO FOR TRANSFER WITH SLINGS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | i. Communication in the work area may include:  
  i.1. phone  
  i.2. fax  
  i.3. e-mail  
  i.4. Internet  
  i.5. RF communications  
  i.6. bar code readers  
  i.7. oral, aural or signed communications  
 j. Personal protection equipment may include:  
  j.1. gloves  
  j.2. safety headwear and footwear  
  j.3. safety glasses  
  j.4. two-way radios  
  j.5. respirators and fume masks  
  j.6. protective clothing  
  j.7. high visibility clothing  
 k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  k.1. company procedures  
  k.2. enterprise procedures  
  k.3. organisational procedures  
  k.4. established procedures |
| 3. Sources of information/documents | a. Information/documents may include:  
  a.1. workplace procedures and policies for the preparation of cargo for transfer with slings  
  a.2. goods identification numbers and codes  
  a.3. manifests, bar codes, goods and container identification/serial number  
  a.4. manufacturer’s specifications  
  a.5. equipment identification labels, bar codes and serial numbers  
  a.6. supplier and/or client instructions  
  a.7. relevant OHS requirements and policies  
  a.8. relevant Australian standards and certification requirements including Australian Standard on wire rope, chain and webbing slings  
  a.9. material safety data sheets where applicable  
  a.10. codes of practice including the National Standards for Manual Handling and the Industry Safety Code  
  a.11. relevant legislation, regulations and related documentation including the ADG Code (where applicable)  
  a.12. award, enterprise bargaining agreement and other industrial arrangements  
  a.13. quality assurance procedures  
  a.14. emergency procedures |
Range Of Variables (continued)

### PREPARE CARGO FOR TRANSFER WITH SLINGS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 4. Applicable regulations and legislation | a. Applicable regulations and legislation may include:  
  a.1. relevant codes and regulations pertaining to the transfer of cargo with slings  
  a.2. relevant State/Territory OHS legislation  
  a.3. relevant State/Territory environmental protection legislation  
  a.4. relevant Australian standards and certification requirements, including Australian Standard 2359 - Industrial Truck Code  
  a.5. licence, patent or copyright arrangements  
  a.6. water and road use and licence arrangements  
  a.7. export/import/quarantine/bond requirements  
  a.8. workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation  
  a.9. workers compensation regulations |
## Evidence Guide

### PREPARE CARGO FOR TRANSFER WITH SLINGS

1. **Critical aspects of evidence to be considered**
   - Assessment must confirm appropriate knowledge and skills to:
     - a.1. prepare for transfer of cargo
     - a.2. calculate Safe Working Load (SWL) or Working Load Limit (WLL) of slings and loads
     - a.3. estimate weight and dimensions of load
     - a.4. sling and unsling cargo
     - a.5. strap and unstrap goods
     - a.6. select appropriate equipment and work systems
     - a.7. identify job and site hazards and plan work to minimise risks
     - a.8. determine (any) required permits
     - a.9. use appropriate communication strategies and equipment
     - a.10. locate, interpret and apply relevant information
     - a.11. maintain workplace records and documentation
     - a.12. identify and safely handle equipment and goods
     - a.13. apply hierarchy of hazard control

2. **Interdependent assessment of units**
   - a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

3. **Required knowledge and skills**
   - a. Regulations relevant to the transfer of cargo with slings, including, where relevant, the ADG Code and relevant bond, quarantine or other legislative requirements
   - b. Relevant OHS and environmental protection procedures and guidelines
   - c. Workplace procedures and policies for the transfer of cargo with slings
   - d. Focus of operation of work systems, equipment, management and site operating procedures for the transfer of cargo with slings
   - e. Cargo's potential for toxicity, reactivity, material grade, type and purpose including information from relevant material safety data sheets and ADG Code documentation (where applicable)
   - f. Gear and equipment used during the transfer of cargo with slings and the precautions and procedures that should be followed in their use
   - g. Problems that may occur when preparing cargo for transfer with slings and appropriate action that can be taken to resolve the problems
   - h. Documentation and record requirements
   - i. Housekeeping standards procedures required in the workplace
   - j. Site layout and obstacles
   - k. Relevant permit and licence requirements
   - l. Ability to select and use relevant gear and equipment when preparing cargo for transfer with slings
   - m. Ability to use balance points and estimate weights in setting up loads to be shifted
   - n. Ability to plan own work including predicting consequences and identifying improvements
   - o. Ability to modify activities depending on differing workplace contexts, risk situations and environments
   - p. Ability to use required personal protective clothing and equipment conforming to industry and OHS standards
Evidence Guide (continued)

<table>
<thead>
<tr>
<th>PREPARE CARGO FOR TRANSFER WITH SLINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Resource implications</td>
</tr>
<tr>
<td>a. Access is required to opportunities to:</td>
</tr>
<tr>
<td>a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to prepare cargo for transfer with slings, and/or</td>
</tr>
<tr>
<td>a.2. prepare cargo for transfer with slings in an appropriate range of operational situations</td>
</tr>
<tr>
<td>5. Consistency in performance</td>
</tr>
<tr>
<td>a. Applies underpinning knowledge and skills when:</td>
</tr>
<tr>
<td>a.1. preparing for transfer of cargo</td>
</tr>
<tr>
<td>a.2. calculating Safe Working Load (SWL) or Working Load Limit (WLL) of slings and estimating weight and dimensions of loads</td>
</tr>
<tr>
<td>a.3. slinging and unslinging cargo</td>
</tr>
<tr>
<td>a.4. strapping and unstrapping goods</td>
</tr>
<tr>
<td>a.5. identifying job and site hazards and planning work to minimise risks</td>
</tr>
<tr>
<td>b. Shows evidence of application of relevant workplace procedures including:</td>
</tr>
<tr>
<td>b.1. relevant codes of practice and regulations</td>
</tr>
<tr>
<td>b.2. OHS regulations and hazard prevention policies and procedures</td>
</tr>
<tr>
<td>b.3. workplace procedures and instructions concerning the preparation of cargo for transfer with slings (including housekeeping procedures)</td>
</tr>
<tr>
<td>b.4. manufacturer’s instructions for use of the gear and equipment</td>
</tr>
<tr>
<td>b.5. procedures for the use of relevant personal protection equipment</td>
</tr>
<tr>
<td>b.6. customer service and quality assurance procedures and policies</td>
</tr>
<tr>
<td>b.7. environmental protection procedures</td>
</tr>
<tr>
<td>c. Action is taken promptly to report any accidents, incidents or difficulties when preparing cargo for transfer with slings in accordance with OHS and regulatory requirements and workplace procedures</td>
</tr>
<tr>
<td>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</td>
</tr>
<tr>
<td>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</td>
</tr>
<tr>
<td>f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</td>
</tr>
<tr>
<td>6. Context for assessment</td>
</tr>
<tr>
<td>a. Assessment of this unit must be undertaken by a Registered Training Organisation:</td>
</tr>
<tr>
<td>a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning</td>
</tr>
<tr>
<td>a.2. Appropriate practical assessment must occur:</td>
</tr>
<tr>
<td>a.2.1. at the Registered Training Organisation, and/or</td>
</tr>
<tr>
<td>a.2.2. in an appropriate work situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
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<td>2</td>
</tr>
</tbody>
</table>
TDTD1097B Operate a forklift

Field D Load Handling

**DESCRIPTION:**

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory OHS Authority.

*Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe operation of forklifts*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Check forklift condition | a. Condition of forklift is checked for compliance with OHS and workplace requirements for warning devices, manufacturer’s specifications and the nature of the load shifting task  
b. Attachments are checked to ensure appropriate adjustment and operation  
c. Mirrors and seats are adjusted for safe operation by the driver  
d. Log books are checked and appropriate workplace documentation is completed in accordance with workplace requirements |
| 2. Drive the forklift | a. Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer’s instructions  
b. Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage  
c. Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques  
d. Forklift is driven in reverse, maintaining visibility and achieving accurate positioning  
e. The forklift is parked, shut down and secured in accordance with manufacturer’s specifications, regulations and workplace procedures |
| 3. Operate a forklift to handle loads | a. The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected  
b. The load is lifted, carried, lowered and set down in accordance with OHS legislation, manufacturer’s specifications and company procedures |
| 4. Monitor site conditions | a. When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made  
b. Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs |
| 5. Monitor and maintain forklift performance | a. Performance and efficiency of vehicle operation is monitored during use  
b. Defective/irregular performance and malfunctions reported to relevant personnel  
c. Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements |
## Range Of Variables

### OPERATE A FORKLIFT

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory authority  
  b. Operation of a forklift is performed under some supervision, generally within a team environment  
  c. Operation of a forklift involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts |
| 2. Worksite environment | a. Types of forklift may include counterbalance trucks, reach trucks and pallet trucks  
  b. Operations may be carried out in typical forklift operational situations, including:  
    b.1. operations conducted at day or night  
    b.2. typical weather conditions  
    b.3. on the open road  
    b.4. on a private road or worksite  
    b.5. while at a workplace  
  c. Customers may be internal or external  
  d. Workplaces may comprise large, medium or small worksites  
  e. Work may be conducted in:  
    e.1. restricted spaces  
    e.2. exposed conditions  
    e.3. controlled or open environments  
  f. Loads to be shifted may require special precautions  
  g. Loads to be shifted may be:  
    g.1. irregularly shaped  
    g.2. packaged or unpackaged  
    g.3. labelled or unlabelled  
    g.4. palleted or unpalleted  
  h. Hazards in the work area may include exposure to:  
    h.1. chemicals  
    h.2. dangerous or hazardous substances  
    h.3. movements of equipment, goods and materials  
  i. Personnel in the work area may include:  
    i.1. workplace personnel  
    i.2. site visitors  
    i.3. contractors  
    i.4. official representatives  
  j. Forklift handling procedures may include:  
    j.1. starting a forklift  
    j.2. steering and manoeuvring a forklift  
    j.3. accelerating and braking  
    j.4. positioning and stopping a forklift  
    j.5. reversing a forklift  
    j.6. operating forklift controls, instruments and indicators  
    j.7. using defensive driving techniques  
    j.8. managing engine performance |
Range of Variables (continued)

**OPERATE A FORKLIFT**

2. **Worksite environment (continued)**
   - k. Pre-operational checks may include:
     - k.1. visual check of forklift
     - k.2. checking and topping up of fluid levels
     - k.3. checks of tyres
     - k.4. checks of operation of forklift lights and indicators
     - k.5. checks of brakes
   - l. Hazards may include (examples only):
     - l.1. wet and iced operating surfaces
     - l.2. oil on operating surface
     - l.3. faulty brakes
     - l.4. workplace obstacles and other operational equipment and vehicles
     - l.5. damaged loads and pallets
     - l.6. other personnel in work area
   - m. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
     - m.1. company procedures
     - m.2. enterprise procedures
     - m.3. organisational procedures
     - m.4. established procedures
   - n. Personal protection equipment may include:
     - n.1. gloves
     - n.2. safety headwear and footwear
     - n.3. safety glasses
     - n.4. two-way radios
     - n.5. high visibility clothing

3. **Sources of information/documents**
   - a. Information/documents may include:
     - a.1. goods identification numbers and codes, including IMDG markings and HAZCHEM signs
     - a.2. manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification
     - a.3. Australian Standard 2359 - Industrial Truck Code
     - a.4. manufacturer's specifications for forklift and associated equipment
     - a.5. operations and service record book or log
     - a.6. workplace procedures and policies for the operation of forklifts
     - a.7. supplier and/or client instructions
     - a.8. ADG Code and material safety data sheets
     - a.9. regulatory requirements concerning the use of forklifts
     - a.10. award, enterprise bargaining agreement, other industrial arrangements
     - a.11. standards and certification requirements
     - a.12. quality assurance procedures
     - a.13. emergency procedures

4. **Applicable regulations and legislation**
   - a. Applicable procedures and codes may include:
     - a.1. relevant State/Territory regulations pertaining to the operation of forklifts
     - a.2. relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code
     - a.3. relevant State/Territory OHS legislation
     - a.4. relevant State/Territory fatigue management regulations
     - a.5. relevant State/Territory environmental protection legislation
Evidence Guide

OPERATE A FORKLIFT

1. Critical aspects of evidence to be considered
   a. Assessment must confirm appropriate knowledge and skills to:
      a.1. operate a forklift safely in a workplace environment
      a.2. handle loads and drive defensively
      a.3. manage forklift controls, read instruments and adjust engine power to site requirements
      a.4. locate, interpret and apply relevant information
      a.5. carry out pre-operational checks on a forklift
      a.6. work effectively with colleagues
      a.7. convey information in written and oral form
      a.8. maintain workplace records
      a.9. use workplace colloquial and technical language and communication technologies in the workplace context
      a.10. meet relevant regulatory requirements

2. Interdependent assessment of units
   a. This unit of competency may be assessed in conjunction with other units that are part of a worker’s job function

3. Required knowledge and skills
   a. Knowledge of relevant duty of care requirements pertaining to the operation of a forklift
   b. Relevant OHS and environmental procedures and regulations
   c. Forklift controls, instruments and indicators and their use
   d. Forklift handling procedures
   e. Procedures to be followed in the event of an operational emergency
   f. Engine power management and safe operating strategies
   g. Efficient driving techniques
   h. Pre-operational checks carried out on forklift and related action
   i. Site layout and obstacles
   j. Operating hazards and related defensive driving and hazard control techniques
   k. Principles of stress management when driving a forklift
   l. Workplace operating procedures
   m. Ability to identify points of balance and safe lifting positions on a range of loads when operating a forklift
   n. Ability to read instructions, procedures and signage relevant to the operation of a forklift
   o. Ability to monitor and anticipate operational hazards and take appropriate action

4. Resource implications
   a. Access is required to opportunities to:
      a.1. participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate a forklift to carry out a range of load shifting operations in a workplace, and/or
      a.2. operate a forklift to shift loads in an appropriate range of operational situations
Evidence Guide (continued)

OPERATE A FORKLIFT

5. Consistency in performance
   a. Applies underpinning knowledge and skills when:
      a.1. operating a forklift safely in workplace environment
      a.2. handling loads and driving defensively
      a.3. managing forklift controls, reading instruments and adjusting engine
           power to site requirements
      a.4. locating, interpreting and applying relevant information
      a.5. carrying out pre-operational checks
      a.6. working effectively with colleagues
      a.7. conveying information in relevant form
      a.8. maintaining workplace records
   b. Shows evidence of application of relevant workplace procedures including:
      b.1. relevant State/Territory regulations and licence requirements pertaining
           to forklift operation
      b.2. OHS policies and procedures
      b.3. identification of operational hazards and the use of appropriate
           defensive driving and hazard control techniques
      b.4. workplace procedures and work instructions (including security and
           housekeeping procedures)
      b.5. forklift manufacturer's guidelines and instructions
      b.6. environmental protection procedures when operating a forklift and
           carrying out pre-operational checks
   c. Action is taken promptly to report and/or rectify accidents, incidents and any
      identified faults or malfunctions in accordance with manufacturer's instructions,
      regulatory requirements and workplace procedures
   d. Performance is demonstrated consistently over a period of time and in a
      suitable range of contexts
   e. Work is completed systematically with required attention to detail and without
      injury to self or others or damage to goods or equipment

6. Context for assessment
   a. Assessment of competence must comply with the assessment requirements of
      the relevant State/Territory forklift licensing authority
   b. Assessment of this unit must be undertaken by a Registered Training
      Organisation:
      b.1. As a minimum, assessment of knowledge must be conducted through
           appropriate oral and/or written questioning
      b.2. Appropriate practical assessment must occur:
           b.2.1. at the Registered Training Organisation, and/or
           b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp;</td>
</tr>
<tr>
<td>organise Information</td>
</tr>
<tr>
<td>Communicate Ideas &amp;</td>
</tr>
<tr>
<td>Information</td>
</tr>
<tr>
<td>Plan &amp; Organise Activities</td>
</tr>
<tr>
<td>Work with Others &amp; in Teams</td>
</tr>
<tr>
<td>Use Mathematical Ideas &amp;</td>
</tr>
<tr>
<td>Techniques</td>
</tr>
<tr>
<td>Solve Problems</td>
</tr>
<tr>
<td>Use Technology</td>
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</tbody>
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TDTD1197B Conduct specialised forklifting operations

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to operate a forklift with specialised attachments or all-terrain equipment, including checking attachments and worksite for suitability, selecting the type of forklift and accessories for required load shifting tasks, and shifting load and completing work in accordance with operational requirements. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory OHS Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe specialised operation of forklifts.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Check attachments and worksite for suitability | a. Suitable work site is selected for operations  
b. Work area is checked for overhead obstructions and proximity to service delivery lines  
c. Barriers or warning signs are erected in areas subject to passing traffic  
d. Attachments and platforms are securely fixed to carriage or tines  
e. Personnel support platforms are inspected to ensure compliance with the relevant Australian Standard |
| 2. Select type of forklift and accessories for the required workplace task | a. Special equipment, accessories or attachments are identified to match load characteristics and work requirements  
b. Appropriate specialised equipment is selected  
c. Existing attachments are removed and stored according to workplace procedures  
d. Specialised equipment is fitted according to manufacturer's instructions and workplace procedures  
e. Designated staff are notified regarding specialist operations |
| 3. Shift load and complete work | a. Equipment is operated within safe working limits and to maximise efficiency of operations  
b. Load is lifted, carried and set down in accordance with workplace and manufacturer's procedures and regulatory requirements  
c. Documentation is completed reporting any damage or faults to goods or equipment  
d. Specialist equipment and forklift are returned to appropriate storage/parking area |
**Range Of Variables**

**CONDUCT SPECIALISED FORKLIFT OPERATIONS**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Specialised operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory authority  
   b. Specialised operation of a forklift is performed under some supervision, generally within a team environment  
   c. Specialised operation of a forklift involves the application of equipment operation principles and procedures to maintain the safety and specialised operation of a forklift in a wide variety of operational contexts |
| **2. Worksite environment** | a. Types of forklift may include counterbalance trucks, reach trucks, pallet trucks, container-handling heavy forklifts, vacuum and top frame  
   b. Specialised forklift operations may be carried out in typical forklift operational situations, including:  
      b.1. operations conducted at day or night  
      b.2. typical weather conditions  
      b.3. on the open road  
      b.4. on a private road or worksite  
      b.5. while at a workplace  
   c. Customers may be internal or external  
   d. Workplaces may comprise large, medium or small worksites  
   e. Specialised forklift may be used to assist in a range of workplace tasks, including:  
      e.1. stock/goods/container handling  
      e.2. loading and unloading vehicles  
      e.3. stacking stock and goods  
      e.4. lifting and moving equipment  
      e.5. transporting materials and goods in a workplace  
   f. Work may be conducted in:  
      f.1. restricted spaces  
      f.2. exposed conditions  
      f.3. controlled or open environments  
   g. Loads to be shifted may require special precautions  
   h. Specialised forklift operations may involve the use of a range of attachments and accessories, including:  
      h.1. spikes  
      h.2. drum carriers  
      h.3. bale carriers  
      h.4. tines  
      h.5. personnel carriers  
      h.6. high reach  
      h.7. pantograph  
      h.8. jibs  
      h.9. paper clamps  
      h.10. hooks  
      h.11. side lifters |
Range of Variables (continued)

**CONDUCT SPECIALISED FORKLIFT OPERATIONS**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksit environment (continued) | i. Loads to be shifted may be:  
   i.1. irregularly shaped  
   i.2. packaged or unpackaged  
   i.3. labelled or unlabelled  
   i.4. palleted or unpalleted  
   i.5. containerised  

j. Personnel in the work area may include:  
   j.1. workplace personnel  
   j.2. site visitors  
   j.3. contractors  
   j.4. official representatives  

k. Forklift operational procedures may include:  
   k.1. starting a forklift (including pre-start checks)  
   k.2. steering and manoeuvring a forklift  
   k.3. accelerating and braking  
   k.4. positioning and stopping a forklift  
   k.5. reversing a forklift  
   k.6. operating forklift controls, instruments and indicators  
   k.7. using defensive driving techniques  
   k.8. managing engine performance  

l. Pre-operational checks may include but are not limited to:  
   l.1. visual checking of forklift and its associated accessories and equipment  
   l.2. checking and topping up of fluid levels  
   l.3. checks of tyres  
   l.4. checks of operation of forklift lights and indicators  
   l.5. checks of brakes  

m. Post-operational checks may include but are not limited to:  
   m.1. parking in a safe place  
   m.2. shutting down forklift  
   m.3. lowering all equipment  
   m.4. visually checking for faults or damage  

n. Hazards may include (examples only):  
   n.1. wet and iced operating surfaces  
   n.2. oil on operating surface  
   n.3. faulty brakes  
   n.4. workplace obstacles and other operational equipment and vehicles  
   n.5. damaged loads and pallets  
   n.6. other personnel in work area  

o. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
   o.1. company procedures  
   o.2. enterprise procedures  
   o.3. organisational procedures  
   o.4. established procedures
## Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksit environment (continued) | p. Personal protection equipment may include:  
   p.1. gloves  
   p.2. safety headwear and footwear  
   p.3. safety glasses  
   p.4. two-way radios  
   p.5. high visibility clothing |
| 3. Sources of information/documents | a. Information/documents may include:  
   a.1. goods identification numbers and codes, including IMDG markings and HAZCHEM signs  
   a.2. manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification  
   a.3. Australian Standard 2359 - Industrial Truck Code  
   a.4. manufacturer’s specifications for forklift and associated accessories and equipment  
   a.5. operations and service record book or log  
   a.6. workplace procedures and policies for the operation of forklifts  
   a.7. supplier and/or client instructions  
   a.8. material safety data sheets  
   a.9. regulatory requirements concerning the use of forklifts  
   a.10. award, enterprise bargaining agreement, other industrial arrangements  
   a.11. standards and certification requirements  
   a.12. quality assurance procedures  
   a.13. emergency procedures |
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
   a.1. relevant State/Territory regulations pertaining to the operation of forklifts  
   a.2. relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code  
   a.3. relevant State/Territory OHS legislation  
   a.4. relevant State/Territory fatigue management regulations  
   a.5. relevant State/Territory environmental protection legislation |
Evidence Guide

### CONDUCT SPECIALISED FORKLIFT OPERATIONS

1. **Critical aspects of evidence to be considered**

   a. Assessment must confirm appropriate knowledge and skills to:
   
   a.1. carry out specialised forklift operations safely in a workplace environment
   a.2. handle loads and drive defensively
   a.3. manage forklift controls, ancillary accessories and equipment, read instruments and adjust engine power to site requirements
   a.4. locate, interpret and apply relevant information
   a.5. carry out pre-operational checks on a forklift and accessories
   a.6. work effectively with colleagues
   a.7. convey information in written and oral form
   a.8. maintain workplace records
   a.9. use workplace colloquial and technical language and communication technologies in the workplace context
   a.10. meet relevant regulatory requirements for specialised forklift operations

2. **Interdependent assessment of units**

   a. This unit of competency may be assessed in conjunction with other units that are part of a worker's job function

3. **Required knowledge and skills**

   a. Knowledge of relevant duty of care requirements pertaining to the specialised operation of a forklift
   b. Relevant OHS and environmental procedures and regulations
   c. Forklift controls, instruments and indicators and their use
   d. Types of forklift accessories and ancillary equipment, their purposes and procedures for their use
   e. Handling procedures for forklifts involved in specialised operations
   f. Procedures to be followed in the event of an operational emergency
   g. Engine power management and safe operating strategies
   h. Efficient driving techniques
   i. Pre-operational checks carried out on forklift and accessories and related action
   j. Site layout and obstacles
   k. Operating hazards and related defensive driving and hazard control techniques
   l. Principles of stress management when driving a forklift
   m. Workplace operating procedures
   n. Ability to identify points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
   o. Ability to read instructions, procedures and signage relevant to the operation of a forklift
   p. Ability to monitor and anticipate operational hazards and take appropriate action
## Evidence Guide (continued)

### CONDUCT SPECIALISED FORKLIFT OPERATIONS

| 4. Resource implications | a. Access is required to opportunities to:  
[ ] a.1. participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out specialised forklift operations in a workplace, and/or  
[ ] a.2. carry out specialised forklift operations in an appropriate range of operational situations |
|--------------------------|---------------------------------------------------------------------------------------------------------------|
| 5. Consistency in performance | a. Applies underpinning knowledge and skills when:  
[ ] a.1. carrying out specialised forklift operations in a workplace environment  
[ ] a.2. handling loads and driving defensively  
[ ] a.3. managing forklift controls, ancillary accessories and equipment, reading instruments and adjusting engine power to site requirements  
[ ] a.4. locating, interpreting and applying relevant information  
[ ] a.5. carrying out pre-operational checks  
[ ] a.6. working effectively with colleagues  
[ ] a.7. conveying information in relevant form  
[ ] a.8. maintaining workplace records  
[ ] b. Shows evidence of application of relevant workplace procedures including:  
[ ] b.1. relevant State/Territory regulations and licence requirements pertaining to specialised forklift operation  
[ ] b.2. OHS policies and procedures  
[ ] b.3. identification of operational hazards and the use of appropriate defensive driving and hazard control techniques  
[ ] b.4. workplace procedures and work instructions (including security and housekeeping procedures)  
[ ] b.5. manufacturer’s guidelines and instructions for the forklift and accessories  
[ ] b.6. environmental protection procedures when operating a forklift and carrying out pre-operational checks  
[ ] c. Action is taken promptly to report and/or rectify accidents, incidents and any identified faults or malfunctions in accordance with manufacturer’s instructions, regulatory requirements and workplace procedures  
[ ] d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts  
[ ] e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment |
Evidence Guide (continued)

6. **Context for assessment**

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory forklift licensing authority.

b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning.
   b.2. Appropriate practical assessment must occur:
       b.2.1. at the Registered Training Organisation, and/or
       b.2.2. in an appropriate work situation.

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<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
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</table>
TDTD1297B Operate specialised load shifting equipment

Field D Load Handling

DESCRIPTION:
This unit involves the skills and knowledge required to operate specialised load shifting equipment in accordance with workplace requirements and relevant regulatory requirements, including planning work for the current working conditions; using controls and equipment operating systems to manage movement of the unit and accessory operations; locating load and identifying load characteristics; moving materials and loads; monitoring and operating controls; and stopping, parking and securing equipment after operation.

Equipment may include reach stackers, straddle trucks, excavators, front-end loaders (over 10 tonne), and bulldozers (operating as required in warehouses, transport and shipping terminals, and in the holds of ships).

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan work for the current working conditions | a. Traffic flow and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities  
  b. Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments are used to transport the load  
  c. Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel |
| 2. Use controls and equipment operating systems to manage movement of the unit and accessory operations | a. Equipment is prepared and any appropriate attachment fitted  
  b. Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine  
  c. Engine is started in accordance with manufacturer’s guidelines to bring the engine to speed  
  d. Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturer’s specifications and enterprise safety requirements  
  e. Engine power is managed for efficiency of equipment movement and economy of equipment operations  
  f. Equipment operations are conducted within manufacturer’s specified torque range  
  g. Any faults or damage to equipment are immediately reported to the appropriate personnel |
### 3. Locate load and identify load characteristics

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Load is located and identified according to instructions</td>
</tr>
<tr>
<td>b.</td>
<td>Loading and unloading plans are followed to ensure efficiency and safety of operations</td>
</tr>
<tr>
<td>c.</td>
<td>Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed</td>
</tr>
<tr>
<td>d.</td>
<td>Hazardous goods are identified and relevant procedures are taken into account when planning and conducting the work</td>
</tr>
<tr>
<td>e.</td>
<td>Load weight and dimensions are within the capacity of the equipment</td>
</tr>
</tbody>
</table>

### 4. Move materials and loads

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Equipment is manoeuvred and positioned using smooth and controlled movements</td>
</tr>
<tr>
<td>b.</td>
<td>Manoeuvres are within the limits of the equipment and in line with manufacturer’s specifications</td>
</tr>
<tr>
<td>c.</td>
<td>Materials are moved ensuring no injury to personnel or damage to equipment or goods</td>
</tr>
</tbody>
</table>

### 5. Monitor and operate controls

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Equipment controls are monitored and operated in accordance with manufacturer’s operating instructions</td>
</tr>
<tr>
<td>b.</td>
<td>Control systems are understood and acted upon in accordance with statutory authority regulations, manufacturer’s guidelines and site operating procedures</td>
</tr>
<tr>
<td>c.</td>
<td>Control faults are identified and reported in accordance with manufacturer’s instructions and workplace guidelines</td>
</tr>
</tbody>
</table>

### 6. Stop, park and secure equipment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Equipment is brought to a controlled halt within manufacturer’s guidelines</td>
</tr>
<tr>
<td>b.</td>
<td>Equipment is parked without injury to personnel or damage to equipment, loads or facilities in accordance with company procedures</td>
</tr>
<tr>
<td>c.</td>
<td>Equipment is secured on a flat, even surface and not close to doorways, aisles, access-ways or blind corners and in accordance with securing procedures for the appropriate equipment</td>
</tr>
</tbody>
</table>
### Range Of Variables

**OPERATE SPECIALISED LOAD SHIFTING EQUIPMENT**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Work must be carried out in accordance with codes, regulations, licence and/or permit and workplace requirements relevant to operation of the specialised load shifting equipment concerned  
   b. Safety checks and equipment tests are performed under limited supervision  
   c. Work involves the application of regulatory requirements and workplace procedures to the operation of specialised load shifting equipment in the stevedoring, transport, warehousing, distribution and/or storage industries |
| 2. Worksite environment | a. Work may be conducted in a range of work environments by day or night  
   b. Customers may be internal or external  
   c. Workplaces may comprise large, medium or small worksites  
   d. Work may be conducted in:  
      d.1. limited or restricted spaces  
      d.2. holds on ships  
      d.3. exposed conditions  
      d.4. controlled or open environments  
      d.5. even or uneven surfaces  
      d.6. wet or dry surfaces  
   e. Equipment may include:  
      e.1. reach stackers  
      e.2. straddle trucks  
      e.3. excavators  
      e.4. front-end loaders (over 10 tonne)  
      e.5. bulldozers (both in transport and shipping terminals and in the holds of ships)  
      e.6. straddle carriers  
   f. Requirements for work may include:  
      f.1. site restrictions and procedures  
      f.2. use of safety and personal protection equipment  
      f.3. communications equipment  
      f.4. specialised lifting and/or handling equipment  
      f.5. additional gear and equipment  
      f.6. noise restrictions  
      f.7. hours of operations  
      f.8. authorities and permits  
   g. Hazards in the work area may include exposure to:  
      g.1. chemicals and fumes  
      g.2. dangerous or hazardous substances  
      g.3. stationary and moving machinery, goods, materials and vehicular traffic  
      g.4. contamination of, or from, materials being handled  
      g.5. service lines  
      g.6. spills, leakages and ruptures  
      g.7. dust/vapours  
      g.8. faulty gear/equipment/tools |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | h. Consultative processes may involve:  
  h.1. workplace personnel including supervisors and managers  
  h.2. equipment manufacturers and suppliers  
  h.3. site visitors and contractors  
  h.4. union representatives, industrial relations and OHS specialists  
  h.5. other professional or technical staff  
  i. Communication in the work area may include:  
  i.1. phone  
  i.2. fax  
  i.3. e-mail  
  i.4. Internet  
  i.5. electronic data interchange (EDI)  
  i.6. RF communications  
  i.7. bar code readers  
  i.8. oral, aural or signed communications  
  j. Personal protection equipment may include:  
  j.1. gloves  
  j.2. safety headwear and footwear  
  j.3. safety glasses  
  j.4. two-way radios  
  j.5. respirators and fume masks  
  j.6. protective clothing  
  j.7. high visibility clothing  
  k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  k.1. company procedures  
  k.2. enterprise procedures  
  k.3. organisational procedures  
  k.4. established procedures |
Range Of Variables (continued)

### OPERATE SPECIALISED LOAD SHIFTING EQUIPMENT

<table>
<thead>
<tr>
<th>3. Sources of information/documents</th>
<th>a. Information/documents may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. workplace procedures and policies for the operation of the specialised load shifting equipment concerned</td>
<td></td>
</tr>
<tr>
<td>a.2. goods identification numbers and codes</td>
<td></td>
</tr>
<tr>
<td>a.3. manifests, picking slips, merchandise transfers, stock requisitions and bar codes</td>
<td></td>
</tr>
<tr>
<td>a.4. manufacturer’s specifications for equipment/tools</td>
<td></td>
</tr>
<tr>
<td>a.5. equipment identification labels, bar codes and serial numbers</td>
<td></td>
</tr>
<tr>
<td>a.6. supplier and/or client instructions</td>
<td></td>
</tr>
<tr>
<td>a.7. relevant OHS requirements and policies</td>
<td></td>
</tr>
<tr>
<td>a.8. relevant Australian standards and certification requirements</td>
<td></td>
</tr>
<tr>
<td>a.9. material safety data sheets where applicable</td>
<td></td>
</tr>
<tr>
<td>a.10. codes of practice including the National Standards for Manual Handling and the Industry Safety Code</td>
<td></td>
</tr>
<tr>
<td>a.11. relevant legislation, regulations and related documentation including the ADG Code</td>
<td></td>
</tr>
<tr>
<td>a.12. award, enterprise bargaining agreement and other industrial arrangements</td>
<td></td>
</tr>
<tr>
<td>a.13. quality assurance procedures</td>
<td></td>
</tr>
<tr>
<td>a.14. emergency procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Applicable regulations and legislation</th>
<th>a. Applicable regulations and legislation may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. relevant codes, regulations and licence/permit requirements pertaining to the operation of the specialised load shifting equipment concerned including the ADG Code (where applicable)</td>
<td></td>
</tr>
<tr>
<td>a.2. relevant State/Territory OHS legislation</td>
<td></td>
</tr>
<tr>
<td>a.3. relevant State/Territory environmental protection legislation</td>
<td></td>
</tr>
<tr>
<td>a.4. relevant Australian standards and certification requirements</td>
<td></td>
</tr>
<tr>
<td>a.5. licence, patent or copyright arrangements</td>
<td></td>
</tr>
<tr>
<td>a.6. water and road use and licence arrangements</td>
<td></td>
</tr>
<tr>
<td>a.7. export/import/quarantine/bond requirements</td>
<td></td>
</tr>
<tr>
<td>a.8. workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation</td>
<td></td>
</tr>
<tr>
<td>a.9. workers compensation regulations</td>
<td></td>
</tr>
</tbody>
</table>
## Evidence Guide

### OPERATE SPECIALISED LOAD SHIFTING EQUIPMENT

<table>
<thead>
<tr>
<th>1. Critical aspects of evidence to be considered</th>
<th>a. Assessment must confirm appropriate knowledge and skills to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.1. plan work for the prevailing working conditions</td>
</tr>
<tr>
<td></td>
<td>a.2. use controls and equipment operating systems to manage movement of the unit and accessory operations</td>
</tr>
<tr>
<td></td>
<td>a.3. locate load and identify load characteristics</td>
</tr>
<tr>
<td></td>
<td>a.4. move materials and loads</td>
</tr>
<tr>
<td></td>
<td>a.5. monitor and operate controls</td>
</tr>
<tr>
<td></td>
<td>a.6. stop, park and secure equipment</td>
</tr>
<tr>
<td></td>
<td>a.7. determine (any) required permits</td>
</tr>
<tr>
<td></td>
<td>a.8. use appropriate communication strategies and equipment</td>
</tr>
<tr>
<td></td>
<td>a.9. locate, interpret and apply relevant information</td>
</tr>
<tr>
<td></td>
<td>a.10. maintain workplace records and documentation</td>
</tr>
<tr>
<td></td>
<td>a.11. identify and safely handle equipment and goods</td>
</tr>
<tr>
<td></td>
<td>a.12. apply hierarchy of hazard control</td>
</tr>
</tbody>
</table>

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job function |

<table>
<thead>
<tr>
<th>3. Required knowledge and skills</th>
<th>a. Regulations relevant to the operation of specialised load shifting equipment, including, where relevant, the ADG Code and relevant bond, quarantine or other legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Relevant OHS and environmental protection procedures and guidelines</td>
</tr>
<tr>
<td></td>
<td>c. Workplace procedures and policies for the operation of the specialised load shifting equipment</td>
</tr>
<tr>
<td></td>
<td>d. Focus of operation of work systems, equipment, management and site operating systems for the operation of the specialised load shifting equipment</td>
</tr>
<tr>
<td></td>
<td>e. The purpose, characteristics, capabilities, requirements and limitations of the specialised load shifting equipment</td>
</tr>
<tr>
<td></td>
<td>f. Conveyed materials’ potential for toxicity, reactivity, material grade, type and purpose including information from relevant material safety data sheets and ADG Code documentation (where applicable)</td>
</tr>
<tr>
<td></td>
<td>g. Problems that may occur when operating specialised load shifting equipment and appropriate action that can be taken to resolve the problems</td>
</tr>
<tr>
<td></td>
<td>h. Operational safety requirements and precautions for the specialised load shifting equipment concerned</td>
</tr>
<tr>
<td></td>
<td>i. Documentation and record requirements</td>
</tr>
<tr>
<td></td>
<td>j. Housekeeping standards procedures required in the workplace</td>
</tr>
<tr>
<td></td>
<td>k. Site layout and obstacles</td>
</tr>
<tr>
<td></td>
<td>l. Relevant permit and licence requirements</td>
</tr>
<tr>
<td></td>
<td>m. Ability to select and use relevant gear and accessories when operating specialised load shifting equipment</td>
</tr>
<tr>
<td></td>
<td>n. Ability to plan own work including predicting consequences and identifying improvements</td>
</tr>
</tbody>
</table>
### Evidence Guide (continued)

#### OPERATE SPECIALISED LOAD SHIFTING EQUIPMENT

3. **Required knowledge and skills**
   (continued)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o.</td>
<td>Ability to modify activities depending on differing workplace contexts, risk situations and environments</td>
</tr>
<tr>
<td>p.</td>
<td>Ability to read and interpret instructions and procedures relevant to the specialised load shifting equipment concerned</td>
</tr>
<tr>
<td>q.</td>
<td>Ability to use required personal protective clothing and equipment conforming to industry and OHS standards</td>
</tr>
</tbody>
</table>

4. **Resource implications**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Access is required to opportunities to:</td>
</tr>
<tr>
<td>a.1.</td>
<td>participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate specialised load shifting equipment, and/or</td>
</tr>
<tr>
<td>a.2.</td>
<td>operate specialised load shifting equipment in an appropriate range of operational situations</td>
</tr>
</tbody>
</table>

5. **Consistency in performance**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Applies underpinning knowledge and skills when:</td>
</tr>
<tr>
<td>a.1.</td>
<td>planning work for the prevailing working conditions</td>
</tr>
<tr>
<td>a.2.</td>
<td>using controls and equipment operating systems to manage movement of the unit and accessory operations</td>
</tr>
<tr>
<td>a.3.</td>
<td>locating load and identifying load characteristics</td>
</tr>
<tr>
<td>a.4.</td>
<td>moving materials and loads</td>
</tr>
<tr>
<td>a.5.</td>
<td>monitoring and operating controls</td>
</tr>
<tr>
<td>a.6.</td>
<td>stopping, parking and securing equipment</td>
</tr>
<tr>
<td>b.</td>
<td>Shows evidence of application of relevant workplace procedures including:</td>
</tr>
<tr>
<td>b.1.</td>
<td>relevant codes of practice and regulations including the ADG Code (where applicable)</td>
</tr>
<tr>
<td>b.2.</td>
<td>OHS regulations and hazard prevention policies and procedures</td>
</tr>
<tr>
<td>b.3.</td>
<td>workplace procedures and instructions concerning the operation of specialised load shifting equipment (including housekeeping and security procedures)</td>
</tr>
<tr>
<td>b.4.</td>
<td>manufacturer’s instructions for the operation of the specialised load shifting equipment concerned</td>
</tr>
<tr>
<td>b.5.</td>
<td>procedures for the use of relevant personal protection equipment</td>
</tr>
<tr>
<td>b.6.</td>
<td>quality assurance procedures and policies</td>
</tr>
<tr>
<td>b.7.</td>
<td>environmental protection procedures</td>
</tr>
<tr>
<td>c.</td>
<td>Action is taken promptly to report any accidents, incidents or difficulties when operating specialised load shifting equipment in accordance with OHS and regulatory requirements and workplace procedures</td>
</tr>
<tr>
<td>d.</td>
<td>Performance is demonstrated consistently over a period of time and in a suitable range of contexts</td>
</tr>
<tr>
<td>e.</td>
<td>Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</td>
</tr>
<tr>
<td>f.</td>
<td>Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

Operate specialised load shifting equipment

6. Context for assessment

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
      a.2.1. at the Registered Training Organisation, and/or
      a.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
TDTD1397B Move materials mechanically using automated equipment

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, high level order pickers, conveyor systems, and mechanised pallet movers. This includes selecting appropriate mechanical moving equipment (where relevant), moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant Australian and State/Territory regulations and codes concerned with the handling of goods and materials, including dangerous goods and materials where relevant.

ELEMENT PERFORMANCE CRITERIA

1. Select load moving equipment
   a. The mechanised handling equipment, the route to be taken and procedures to be used are selected appropriate to the characteristics of the goods
   b. Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, OHS requirements and workplace procedures

2. Move goods
   a. Goods are moved using the selected materials handling equipment in accordance with occupational health and safety regulations, manufacturer’s instructions and company procedures
   b. Problems in the movement of goods and materials using the automated equipment are identified and are reported in accordance with workplace procedures

3. Check goods and complete documentation
   a. Moved goods are inspected for possible damage during transit/movement and appropriate action is taken
   b. All required documentation is completed for the tracking of the moved goods in accordance with company requirements
## Range Of Variables

### MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context**        | a. Work must be carried out in compliance with the relevant OHS regulations concerning the movement of materials mechanically using automated equipment  
                                 b. Work is performed under limited or minimum supervision  
                                 c. Work involves the application of the basic principles and routine procedures for the safe movement of materials mechanically using automated equipment |
| **2. Worksite environment**   | a. The operations may be conducted in a range of work environments by day or night in a range of typical weather conditions:  
                                 b. Customers may be internal or external  
                                 c. Workplaces may comprise large, medium or small worksites  
                                 d. Work may be conducted in:  
                                    d.1. restricted spaces  
                                    d.2. exposed conditions  
                                    d.3. controlled or open environments  
                                 e. Mechanised equipment may include a range of goods and materials handling equipment such as:  
                                    e.1. automatic guided vehicle  
                                    e.2. tow motors  
                                    e.3. high level order picker  
                                    e.4. conveyor system  
                                    e.5. mechanised pallet mover  
                                 f. Personal protection equipment may include:  
                                    f.1. gloves  
                                    f.2. safety headwear and footwear  
                                    f.3. safety glasses  
                                    f.4. two-way radios  
                                    f.5. high visibility clothing  
                                 g. Hazards in the work area may include exposure to:  
                                    g.1. chemicals  
                                    g.2. dangerous or hazardous substances  
                                    g.3. movements of equipment, goods and materials  
                                    g.4. moving and rotating equipment and vehicles  
                                 h. Personnel in the work area may include:  
                                    h.1. workplace personnel  
                                    h.2. site visitors  
                                    h.3. contractors  
                                    h.4. official representatives  
                                 i. Communication in the work area may include:  
                                    i.1. phone  
                                    i.2. electronic data interchange  
                                    i.3. fax  
                                    i.4. e-mail  
                                    i.5. Internet  
                                    i.6. radio  
                                    i.7. oral, aural or signed communications |
### Range Of Variables (continued)

### MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | j. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  j.1. company procedures  
  j.2. enterprise procedures  
  j.3. organisational procedures  
  j.4. established procedures |
| 3. Sources of information/documents | a. Information/documents may include:  
  a.1. goods identification numbers and codes  
  a.2. manifests, bar codes, goods and container identification  
  a.3. manufacturer’s instructions concerning the use and servicing of automated mechanical equipment  
  a.4. workplace procedures and policies  
  a.5. supplier and/or client instructions  
  a.6. material safety data sheets  
  a.7. codes of practice including the National Standards for Manual Handling and the Industry Safety Code  
  a.8. relevant legislation, regulations and related documentation  
  a.9. award, enterprise bargaining agreement, other industrial arrangements  
  a.10. standards and certification requirements  
  a.11. quality assurance procedures  
  a.12. emergency procedures |
| 4. Applicable regulations and legislation | a. Applicable regulations and legislation may include:  
  a.1. relevant State/Territory OHS legislation  
  a.2. relevant State/Territory environmental protection legislation  
  a.3. workplace relations regulations  
  a.4. workers compensation regulations  
  a.5. ADG Code and regulations |
# Evidence Guide

## MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

### 1. Critical aspects of evidence to be considered

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assessment must confirm appropriate knowledge and skills to:</td>
<td>a1. use automated equipment to move loads mechanically</td>
</tr>
<tr>
<td></td>
<td>a2. identify risks to self, others and equipment when using automated equipment to move materials and take appropriate precautions to minimise the risks</td>
</tr>
<tr>
<td></td>
<td>a3. estimate effect of load and operating limitations of automated equipment</td>
</tr>
<tr>
<td></td>
<td>a4. locate, interpret and apply relevant information</td>
</tr>
<tr>
<td></td>
<td>a5. maintain workplace records</td>
</tr>
<tr>
<td></td>
<td>a6. use workplace colloquial and technical language and communication technologies in the workplace context</td>
</tr>
</tbody>
</table>

### 2. Interdependent assessment of units

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Required knowledge and skills

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Relevant OHS procedures and guidelines concerning the use of automated equipment to move loads mechanically</td>
<td></td>
</tr>
<tr>
<td>b. Risks when using automated equipment to move loads and related precautions to control the risks</td>
<td></td>
</tr>
<tr>
<td>c. Workplace procedures and policies for the movement of materials and goods using automated equipment</td>
<td></td>
</tr>
<tr>
<td>d. Housekeeping standards and procedures required in the workplace</td>
<td></td>
</tr>
<tr>
<td>e. Site layout and obstacles</td>
<td></td>
</tr>
<tr>
<td>f. Ability to modify activities depending on differing workplace contexts, risk situations and environments</td>
<td></td>
</tr>
<tr>
<td>g. Ability to read and comprehend simple statements in English</td>
<td></td>
</tr>
<tr>
<td>h. Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels</td>
<td></td>
</tr>
<tr>
<td>i. Ability to estimate the size shape and special requirements of loads</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Resource implications

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Access is required to opportunities to:</td>
<td>a1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to mechanically move materials and goods safely using automated equipment, and/or</td>
</tr>
<tr>
<td></td>
<td>a2. mechanically move materials and goods safely using automated equipment in an appropriate range of operational situations</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

5. Consistency in performance

a. Applies underpinning knowledge and skills when:
   a.1. using automated equipment to move loads mechanically
   a.2. identifying risks to self, others and equipment when using automated equipment to move materials and taking appropriate precautions to minimise the risks
   a.3. estimating effect of load and operating limitations of equipment
   a.4. locating, interpreting and applying relevant information
   a.5. maintaining workplace records
   a.6. using workplace colloquial and technical language and communication technologies in the workplace context

b. Shows evidence of application of relevant workplace procedures including:
   b.1. OHS regulations and hazard prevention policies and procedures
   b.2. workplace procedures and work instructions concerning the use of automated equipment to mechanically move materials and goods
   b.3. obtaining assistance from other team members when required
   b.4. housekeeping procedures
   b.5. environmental protection procedures when shifting materials

c. Action is taken promptly to report and/or rectify any potential difficulties in safely moving materials/goods mechanically using automated equipment in accordance with OHS requirements and workplace procedures

d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts

e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

6. Context for assessment

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
      a.2.1. at the Registered Training Organisation, and/or
      a.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
TDTD1497B Load and unload vehicles carrying special loads

Field D Load Handling

DESCRIPTION:
This unit involves the skills and knowledge required to load and unload vehicles carrying special loads, including loading and unloading the special load onto and from the vehicle, securing and protecting the vehicle and the load, and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory regulations and codes concerning the loading and unloading of the special load concerned, including, where relevant, mass and loading regulations and regulations dealing with oversize and overmass permits.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Load and unload vehicle</td>
<td>a. Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures</td>
</tr>
<tr>
<td></td>
<td>b. Hazardous cargo is identified and handled in accordance with required procedures for hazardous and dangerous cargo</td>
</tr>
<tr>
<td></td>
<td>c. Vehicle is loaded demonstrating compliance with vehicle loading regulations and workplace safety requirements</td>
</tr>
<tr>
<td></td>
<td>d. Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation</td>
</tr>
<tr>
<td></td>
<td>e. Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load</td>
</tr>
<tr>
<td></td>
<td>f. Ancillary equipment is operated in accordance with company procedures and manufacturer’s instructions during loading and unloading operations</td>
</tr>
<tr>
<td>2. Secure and protect vehicle and load</td>
<td>a. The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions</td>
</tr>
<tr>
<td></td>
<td>b. The load is protected in accordance with legal and workplace safety requirements</td>
</tr>
<tr>
<td></td>
<td>c. The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle</td>
</tr>
<tr>
<td>3. Complete documentation</td>
<td>a. The loaded vehicle is inspected and checked for security to travel</td>
</tr>
<tr>
<td></td>
<td>b. All required transportation documentation for the cargo is completed in accordance with workplace requirements</td>
</tr>
</tbody>
</table>
Range Of Variables

### LOAD AND UNLOAD VEHICLES CARRYING SPECIAL LOADS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Work must be carried out in compliance with the licence and permit requirements and regulations of the relevant State/Territory roads and traffic authority as well as the specific code, regulatory and permit requirements pertaining to the special load being carried  
  b. Work is performed under some supervision generally within a team environment  
  c. Work involves the application of the basic principles, routine procedures and regulatory requirements to the loading and unloading of vehicles designed to carry special loads |
| 2. Worksite environment | a. Type of vehicle may include all vehicles designed to carry special loads, for example, concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle, and vehicles carrying dangerous goods or explosives  
  b. Loading and unloading operations may be conducted in a range of work environments and weather conditions by day or night  
  c. Customers may be internal or external  
  d. Workplaces may comprise large, medium or small worksites  
  e. Work may be conducted in:  
    d.1. restricted spaces  
    d.2. exposed conditions  
    d.3. controlled or open environments  
  f. Loads to be shifted may be:  
    f.1. irregularly shaped  
    f.2. packaged or unpackaged  
    f.3. labelled or unlabelled  
    f.4. palleted or unpalleted  
  g. Hazards in the work area may include exposure to:  
    g.1. chemicals  
    g.2. dangerous or hazardous substances  
    g.3. movements of equipment, goods and materials  
  h. Personnel in the work area may include:  
    h.1. workplace personnel  
    h.2. site visitors  
    h.3. contractors  
    h.4. official representatives  
  i. Communication in the work area may include:  
    i.1. phone  
    i.2. electronic data interchange  
    i.3. fax  
    i.4. e-mail  
    i.5. Internet  
    i.6. radio  
    i.7. oral, aural or signed communications  
  j. Loading operations may be carried out both manually and with the aid of lifting equipment and/or appliances |
Range Of Variables (continued)

### LOAD AND UNLOAD VEHICLES CARRYING SPECIAL LOADS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  k.1. company procedures  
  k.2. enterprise procedures  
  k.3. organisational procedures  
  k.4. established procedures  
  l. Personal protection equipment may include:  
  l.1. gloves  
  l.2. safety headwear and footwear  
  l.3. safety glasses  
  l.4. two-way radios  
  l.5. high visibility clothing |
| 3. Sources of information/documents | a. Information/documents may include:  
  a.1. goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs  
  a.2. manifests, bar codes, goods and container identification  
  a.3. manufacturer’s specifications for equipment/tools  
  a.4. workplace procedures and policies  
  a.5. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances  
  a.6. supplier and/or client instructions  
  a.7. material safety data sheets  
  a.8. codes of practice including the National Standards for Manual Handling and the Industry Safety Code  
  a.10. Australian Truck Drivers Manual  
  a.11. award, enterprise bargaining agreement, other industrial arrangements  
  a.12. relevant standards and certification requirements  
  a.13. quality assurance procedures  
  a.14. emergency procedures |
| 4. Applicable regulations and legislation | a. Applicable regulations and legislation may include:  
  a.1. State/Territory mass and loading regulations  
  a.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:  
  a.2.1. Australian and International Dangerous Goods Codes  
  a.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Code  
  a.2.3. IATA’s ‘Dangerous Goods by Air’ regulations  
  a.2.4. Australian and International Explosives Codes  
  a.2.5. Code of Practice for the Safe Transport of Radioactive Substances  
  a.2.6. State/Territory legislation covering the safe handling of infectious substances  
  a.3. relevant State/Territory environmental protection legislation  
  a.4. relevant State/Territory OHS legislation |
## Evidence Guide

### LOAD AND UNLOAD VEHICLES CARRYING SPECIAL LOADS

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
| | a.1. identify special load characteristics, required loading equipment and related practices  
| | a.2. identify class and subsidiary risk labels for dangerous goods  
| | a.3. follow ADG Code where applicable  
| | a.4. safely load and unload special loads following workplace procedures for the special load concerned  
| | a.5. distribute and secure special load for safe transport in accordance with the relevant regulations for the special load concerned  
| | a.6. locate, interpret and apply relevant information  
| | a.7. provide customer/client service and work effectively with others  
| | a.8. convey information in written and oral form when loading/unloading  
| | a.9. maintain workplace loading/unloading records  
| | a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context |

| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job function |

| 3. Required knowledge and skills | a. Relevant State/Territory mass and loading regulations and regulations pertaining to the various types of special loads, including ADG and AEG Code where applicable  
| | b. OHS and procedures and guidelines concerning the lifting and movement of loads  
| | c. Characteristics of various types of special loads  
| | d. Risks and hazards when loading and unloading various types of special loads and related precautions to control the risk  
| | e. Workplace procedures and policies for the loading and unloading of vehicles designed to carry special loads  
| | f. Housekeeping standards procedures required in the workplace  
| | g. Methods of securing various types of special loads  
| | h. Site layout and obstacles  
| | i. Ability to identify and correctly use equipment required to load and unload the various types of special loads  
| | j. Ability to modify activities depending on differing workplace contexts, risk situations and environments  
| | k. Ability to read and comprehend simple statements in English  
| | l. Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels  
| | m. Ability to estimate the size, shape and special requirements of loads  
| | n. Ability to safely use manual handling techniques and to operate manually-operated load shifting equipment |
### Evidence Guide (continued)

#### LOAD AND UNLOAD VEHICLES CARRYING SPECIAL LOADS

| 4. Resource implications | a. Access is required to opportunities to:  
|                          | a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to load and unload vehicles carrying special loads, and/or  
|                          | a.2. load and unload vehicles carrying special loads in an appropriate range of operational situations |

| 5. Consistency in performance | a. Applies underpinning knowledge and skills when:  
|                              | a.1. identifying special load characteristics, required loading equipment and related practices  
|                              | a.2. identifying class and subsidiary risk labels for dangerous goods  
|                              | a.3. following ADG Code where applicable  
|                              | a.4. safely loading and unloading special loads following workplace procedures for the special load concerned  
|                              | a.5. distributing and securing special load for safe transport in accordance with the relevant regulations for the special load concerned  
|                              | a.6. locating, interpreting and applying relevant information for the special load concerned  
|                              | a.7. providing customer/client service and working effectively with others  
|                              | a.8. conveying information in written and oral form when loading/unloading  
|                              | a.9. maintaining workplace loading/unloading records  
|                              | a.10. selecting and using appropriate workplace colloquial and technical language and communication technologies in the workplace context  
| b. Shows evidence of application of relevant workplace procedures including:  
| b.1. mass and loading regulations and procedures  
| b.2. regulations pertaining to the special loads concerned including ADG and AEG Code where applicable  
| b.3. OHS regulations and hazard prevention policies and procedures  
| b.4. workplace procedures and work instructions concerning the loading and unloading of the special loads concerned  
| b.5. relevant guidelines relating to the use of loading/unloading equipment  
| b.6. housekeeping procedures  
| b.7. environmental protection procedures when shifting materials  
| c. Action is taken promptly to report any accidents, incidents or potential difficulties in loading and unloading special loads in accordance with regulations and workplace procedures  
| d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts  
| e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel |
Evidence Guide (continued)

LOAD AND UNLOAD VEHICLES CARRYING SPECIAL LOADS

6. Context for assessment

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
       a.2.1. at the Registered Training Organisation, and/or
       a.2.2. in an appropriate work situation

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**TDTD3298B Plan and conduct specialised lift**

**Field D Load Handling**

**DESCRIPTION:**

This unit involves the skills and knowledge required to plan and conduct a specialised lift by a mobile crane (excluding demolition work). It involves a lift which may be specialised in terms of job and equipment requirements, the qualities of the load, or the critical aspects of the location(s) of the lift, and includes preparing for transfer of a load, assessing lifting requirements, securing a load, and detaching a load.

*Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements and relevant Australian standards pertaining to the operation of mobile cranes.*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Inspect site | a. Site is inspected as required with other relevant personnel to assess job requirements  
b. All necessary parameters are measured to ensure accuracy of calculations  
c. Hazards are identified through inspection of site and load  
d. Additional information regarding load and possible hazards is sought from customer and expert personnel  
e. Special site requirements are identified |
| 2. Plan the lift | a. Operation plan is developed in consultation with other relevant personnel to include hazard prevention/control measures in line with workplace procedures, applicable Australian standards and codes of practice  
b. Where required, approval to carry out lift is obtained from the appropriate statutory authority  
c. Multiple crane lifts are planned (as applicable) to encompass the determination of the types of cranes suitable for use and an assessment of the share of the load to be carried by each crane  
d. Crane's load chart is interpreted and information on permissible loads, radii, weights, boom and jib taken into account in planning the job  
e. Safe Working Load (SWL) or Working Load Limit (WLL) is calculated  
f. Appropriate drawings and simulations are created to check feasibility of planned operations  
g. Information from previous lifts is used in developing the operational plan  
h. A range of different alternatives is considered to ensure effective and safe lift  
i. Unsolicited, irrelevant information is disregarded to focus on the task at hand  
j. Need for additional/specialised equipment is ascertained and arrangements made for collection/delivery to site  
k. Communication system is determined and all team members are briefed on its use in conducting lift |
3. **Set up lift**
   - a. Site measurements are checked to verify accuracy
   - b. Operating and emergency controls are checked to ensure the crane is in safe working order
   - c. Appropriate personal protective equipment is selected and worn in accordance with manufacturer’s specifications and site requirements
   - d. Site is isolated as necessary and, when required, assistance sought to ensure public safety
   - e. Other personnel on site are directed as necessary to ensure risks to personnel and equipment are minimised
   - f. Variables which affect the predictability of the operation are eliminated wherever possible

4. **Work effectively in team**
   - a. The advice of all team members is sought in developing the operational plan
   - b. Ideas are discussed and evaluated with team members to determine viability and reach consensus on an effective plan
   - c. Individual roles and responsibilities are clarified and agreed
   - d. Other team members are assisted as necessary to ensure the operation can be completed safely and efficiently

5. **Lift and move load**
   - a. Nominated authorised person is recognised as being in control and instructions are followed
   - b. Test runs are conducted as necessary to ensure a safe lift
   - c. Load is hoisted and lowered into position using crane movements in accordance with the appropriate Australian standard
   - d. Danger is anticipated by monitoring of crane and load, and instruction to stop operation given where there are any concerns the lift is not proceeding as planned
   - e. Potential impact of change in one area of operation on the lift as a whole is recognised
   - f. In the event of unanticipated situations, contribution is made to developing alternative operational plan

6. **Follow up on job**
   - a. Specialised equipment is checked and re-stored in accordance with workplace procedures
   - b. Operation is reviewed in consultation with relevant personnel and contribution made to recommendations for review of procedures where appropriate
   - c. Need for further after job debriefing or counselling is recognised and appropriate action taken
   - d. Records are completed promptly in line with workplace procedures
Range Of Variables

**PLAN AND CONDUCT SPECIALISED LIFT**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context | a. Work must be carried out in compliance with the licence/permit requirements and regulations of the relevant State/Territory authorities pertaining to specialised mobile crane operations  
b. Work is performed under general supervision  
c. Work involves the application of some judgement and routine principles and procedures to the planning and conduct of specialised lifts in a variety of operational contexts  |
| 2. Worksite environment | a. Operations may be conducted day or night and in a variety of weather conditions  
b. Environment may include movement of equipment, goods, materials and vehicular traffic  
c. Customers may be internal or external  
d. Mobile crane may be involved in work in a range of industry sectors including:  
  d.1. construction and demolition  
  d.2. manufacturing  
  d.3. waterfront  
  d.4. mining  
  d.5. primary industry  
  d.6. utilities (electricity, gas, water)  
  d.7. arboricultural  
  d.8. swimming pool  
  d.9. quarrying  
e. Specialised lifts may include:  
  e.1. large surface areas-pools  
  e.2. tilt-up panels  
  e.3. drive-in movie screens  
  e.4. tree removal and replacement  
  e.5. bridge beams  
  e.6. multiple crane lifts  
  e.7. passing loads to other cranes  
  e.8. tailing out of loads  
  e.9. turning loads over  
  e.10. lifting high value goods  
  e.11. recovery work  
  e.12. specialised operations-drag lines  
  e.13. clam shell  
  e.14. pile driving  
  e.15. barge work  
  e.16. work involving work box duties |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | f. Hazards may include:  
  f.1. power lines  
  f.2. noise, light, energy sources  
  f.3. overhead service lines  
  f.4. surrounding buildings, structures, facilities  
  f.5. underground services  
  f.6. obstructions  
  f.7. uneven or unstable ground and recently filled trenches  
  f.8. stationary and moving machinery and equipment  
  f.9. hazardous or dangerous materials  
  f.10. traffic hazards and congestion  
 g. Hazard management is consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment  
 h. Consultative processes may involve:  
  h.1. other employees and supervisors  
  h.2. management  
  h.3. union representatives  
  h.4. clients  
  h.5. industrial relations and OHS specialists  
  h.6. other professional or technical staff  
 i. Requirements for access and/or lift may include:  
  i.1. site restrictions and procedures  
  i.2. authorities and permits  
  i.3. hours of operation  
  i.4. induction  
  i.5. slings, chains, nets, brackets and other specialised lifting equipment  
  i.6. noise restrictions  
  i.7. personal protection equipment  
  i.8. support trucks  
  i.9. additional gear and equipment  
  i.10. communications equipment  
 j. Personal protection equipment may include:  
  j.1. gloves  
  j.2. safety headwear and footwear  
  j.3. sunscreen, sunglasses and safety glasses  
  j.4. two-way radios  
  j.5. high visibility clothing  
 k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  k.1. company procedures  
  k.2. enterprise procedures  
  k.3. organisational procedures  
  k.4. established procedures  
  k.5. site procedures |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 3. Sources of information/documents | a. Documentation/records may include:  
   a.1. site plans  
   a.2. Safe Working Load (SWL) and Working Load Limit (WLL)  
   a.3. operations manuals including load charts and crane and rigging manuals  
   a.4. induction documentation  
   a.5. competency standards and training materials  
   a.6. job specifications and procedures  
   a.7. manufacturer’s specifications  
   a.8. workplace operating procedures and policies  
   a.9. supplier and/or client instructions  
   a.10. communications technology equipment, oral, aural or signed communications  
   a.11. personal and work area work procedures and practices  
   a.12. conditions of service, legislation and industrial agreements including:  
     a.12.1. workplace agreements and awards  
     a.12.2. occupational health and safety procedures  
     a.12.3. standards and certification requirements  
     a.12.4. quality assurance procedures  
     a.12.5. emergency procedures |
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
   a.1. relevant State/Territory regulations and licence/permit requirements pertaining to specialised mobile crane operations  
   a.2. relevant State/Territory road rules  
   a.3. relevant State/Territory OHS legislation  
   a.4. relevant State/Territory fatigue management regulations  
   a.5. relevant State/Territory environmental protection legislation |
## Evidence Guide

### PLAN AND CONDUCT SPECIALISED LIFT

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
|                                               | a.1. inspect site and recognise requirements of the specialised lift  
|                                               | a.2. locate, interpret and apply relevant information including site plans and job specifications  
|                                               | a.3. plan the lift  
|                                               | a.4. determine required permits  
|                                               | a.5. set up lift  
|                                               | a.6. work effectively in team  
|                                               | a.7. lift and move load  
|                                               | a.8. follow up on job  
|                                               | a.9. use appropriate communication strategies and equipment  
|                                               | a.10. communicate effectively in writing and respond to telephone and verbal inquiries  
|                                               | a.11. maintain workplace records and documentation  
|                                               | a.12. apply hierarchy of control and, where necessary, safety precautions appropriate to the task |
| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job role or function |
| 3. Required knowledge and skills | a. Relevant road rules, regulations, permit and licence requirements pertaining to mobile crane operation  
|                                               | b. Relevant OHS and environmental procedures and regulations  
|                                               | c. Mobile crane applications, capacities, configurations, safety hazards and control mechanisms  
|                                               | d. Operational procedures for crane crews  
|                                               | e. Prioritising and multi-tasking work  
|                                               | f. Company work procedures concerning the setting up and rigging of a mobile crane at a work site  
|                                               | g. Focus of operation of work systems and equipment  
|                                               | h. Application of relevant agreements, codes of practice or other legislative requirements  
|                                               | i. Identification and correct use of equipment, processes and procedures  
|                                               | j. Ability to plan own work including predicting consequences and identifying improvements |
| 4. Resource implications | a. Access is required to opportunities to:  
|                                               | a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to plan and conduct a specialised lift and/or  
|                                               | a.2. plan and conduct a specialised lift in an appropriate range of operational situations |
Evidence Guide (continued)

### PLAN AND CONDUCT SPECIALISED LIFT

#### 5. Consistency in performance

<table>
<thead>
<tr>
<th align="left">a. Applies underpinning knowledge and skills when:</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">a.1. inspecting site and recognising requirements of a specialised lift</td>
</tr>
<tr>
<td align="left">a.2. locating, interpreting and applying relevant information including site plans and job specifications</td>
</tr>
<tr>
<td align="left">a.3. planning the lift</td>
</tr>
<tr>
<td align="left">a.4. determining required permits</td>
</tr>
<tr>
<td align="left">a.5. setting up lift</td>
</tr>
<tr>
<td align="left">a.6. working effectively in team</td>
</tr>
<tr>
<td align="left">a.7. lifting and moving load</td>
</tr>
<tr>
<td align="left">a.8. following up on job</td>
</tr>
<tr>
<td align="left">a.9. using appropriate communication strategies and equipment</td>
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<tr>
<td align="left">a.10. communicating effectively in writing and responding to telephone and verbal inquiries</td>
</tr>
<tr>
<td align="left">a.11. maintaining workplace records and documentation</td>
</tr>
<tr>
<td align="left">a.12. applying hierarchy of control and where necessary, safety precautions appropriate to the task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th align="left">b. Shows evidence of application of relevant workplace procedures including:</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">b.1. relevant State/Territory regulations and licence/permit requirements pertaining to specialised mobile crane operations</td>
</tr>
<tr>
<td align="left">b.2. OHS policies and procedures</td>
</tr>
<tr>
<td align="left">b.3. identification of operational hazards and the use of appropriate hazard minimisation techniques</td>
</tr>
<tr>
<td align="left">b.4. workplace procedures and instructions (including security and housekeeping procedures)</td>
</tr>
<tr>
<td align="left">b.5. relevant manufacturer's guidelines related to the setting up and operation of the mobile crane concerned</td>
</tr>
<tr>
<td align="left">b.6. environmental protection procedures</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th align="left">c. Action is taken promptly to report and/or rectify any identified operational problems in accordance with manufacturer's instructions, regulatory requirements and workplace procedures</th>
</tr>
</thead>
</table>

| d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts |

| e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment |

Evidence Guide (continued)

PLAN AND CONDUCT SPECIALISED LIFT

6. Context for assessment

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory regulatory authorities

b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   b.2. Appropriate practical assessment must occur:
       b.2.1. at the Registered Training Organisation, and/or
       b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
TDTD3698B Life and move load using mobile crane up to and including 20 tonnes

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to lift and move a load using a mobile crane up to and including 20 tonnes, including operating mobile crane to complete job requirements, monitoring lift conditions, implementing shut-down procedures, packing up crane after operations, and completing all required job records.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements and relevant Australian standards pertaining to the operation of mobile cranes up to and including 20 tonnes.

ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Operate mobile crane | a. In ascent and descent to/from crane correct use is made of the means provided in accordance with codes of practice and workplace procedures  
b. Planned hazard control strategies are implemented  
c. Required signals are correctly given, interpreted and followed in accordance with appropriate Australian standards  
d. Boom is positioned to ensure load to be lifted is plumbed under hook  
e. Load is hoisted and lowered into position using crane movements in accordance with the appropriate Australian standard  
f. Crane controls are operated smoothly  
g. Where necessary, crane is mobiled according to manufacturer’s specifications, appropriate Australian standards, workplace procedures  
h. Crane is shut down and secured during periods of non-operation according to manufacturer’s specifications and workplace procedures |
| 2. Monitor lift conditions | a. Load is constantly monitored to ensure load and structural stability  
b. Conditions which may affect the continuing stability of the crane are identified and monitored  
c. Unplanned situations are responded to in line with workplace procedures in a manner that minimises risk to personnel and equipment  
d. Dogger is advised of any new information which affects the lift  
e. Any necessary changes to job plan are discussed and confirmed with rest of crew  
f. Advice is sought from supervisor where there is doubt about correct response to unanticipated conditions, or conflict with customer request  
g. Supervisor/allocator is advised of any concern about completing the job within timeframe |
| 3. Implement shutdown procedures | a. The relevant motion locks and brakes are applied  
   b. Crane is shut down using the correct sequence of procedures in accordance with manufacturer’s specifications and workplace procedures  
   c. Routine post-operational equipment checks are carried out in accordance with manufacturer’s specifications |
| 4. Pack up crane | a. Crane is de-rigged with other crane personnel in accordance with manufacturer’s instructions  
   b. All lifting equipment and crane components are checked in consultation with crane personnel for any signs of deterioration or damage in accordance with the appropriate Australian standard  
   c. Damaged or worn equipment is segregated and reported to an authorised person for testing/repair/destruction  
   d. Crane and equipment are correctly stowed and secured in accordance with manufacturer’s instructions and the appropriate Australian standard |
| 5. Complete job records | a. Customer feedback is sought regarding satisfaction with the completed job and any areas of concern reported according to workplace procedures  
   b. Customer’s signature on job completion documentation is obtained  
   c. Required workplace records are updated accurately and promptly and processed according to workplace procedures |
## Range Of Variables

### LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context            | a. Work must be carried out in compliance with the licence/permit requirements and regulations of the relevant State/Territory authorities pertaining to operations of mobile cranes up to and including 20 tonnes  
                               | b. Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes  
                               | c. Work involves the application of routine principles, procedures and regulations to lift and move loads using slewing and non-slewing mobile cranes up to and including 20 tonnes in a variety of operational contexts |
| 2. Worksite environment       | a. Operations may be conducted day or night and in a variety of weather conditions  
                               | b. Environment may include movement of equipment, goods, materials and vehicular traffic  
                               | c. Customers may be internal or external  
                               | d. Mobile crane may be any slewing and non-slewing crane up to and including 20 tonne capacity and may be involved in work in a range of industry sectors including:  
                                  | d.1. construction and demolition  
                                  | d.2. manufacturing  
                                  | d.3. waterfront  
                                  | d.4. mining  
                                  | d.5. primary industry  
                                  | d.6. utilities (electricity, gas, water)  
                                  | d.7. arboricultural  
                                  | d.8. swimming pool  
                                  | d.9. quarrying  
                               | e. Hazards may include:  
                                  | e.1. power lines  
                                  | e.2. noise, light, energy sources  
                                  | e.3. overhead service lines  
                                  | e.4. surrounding buildings, structures, facilities  
                                  | e.5. underground services  
                                  | e.6. obstructions  
                                  | e.7. uneven or unstable ground and recently filled trenches  
                                  | e.8. stationary and moving machinery and equipment  
                                  | e.9. hazardous or dangerous materials  
                                  | e.10. traffic hazards and congestion  
                               | f. Hazard management is consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment  
                               | g. Personal protection equipment may include:  
                                  | g.1. gloves  
                                  | g.2. safety headwear and footwear  
                                  | g.3. sunscreen, sunglasses and safety glasses  
                                  | g.4. two-way radios  
                                  | g.5. high visibility clothing |
Range Of Variables (continued)

**LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
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<tbody>
<tr>
<td>2. Worksite environment (continued)</td>
<td>h. Consultative processes may involve: h.1. other employees and supervisors h.2. management h.3. union representatives h.4. clients h.5. industrial relations and OHS specialists h.6. other professional or technical staff</td>
</tr>
<tr>
<td></td>
<td>i. Requirements for access and/or lift may include: i.1. site restrictions and procedures i.2. authorities and permits i.3. hours of operation i.4. induction i.5. slings, chains, nets, brackets and other specialised lifting equipment i.6. noise restrictions i.7. personal protection equipment i.8. support trucks i.9. additional gear and equipment i.10. communications equipment</td>
</tr>
<tr>
<td></td>
<td>j. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: j.1. company procedures j.2. enterprise procedures j.3. organisational procedures j.4. established procedures j.5. site procedures</td>
</tr>
<tr>
<td>3. Sources of information/documents</td>
<td>a. Documentation/records may include: a.1. site plans a.2. Safe Working Load (SWL) and Working Load Limit (WLL) a.3. operations manuals including load charts and crane and rigging manuals a.4. induction documentation a.5. competency standards and training materials a.6. job specifications and procedures a.7. manufacturer’s specifications a.8. workplace operating procedures and policies a.9. supplier and/or client instructions a.10. communications technology equipment, oral, aural or signed communications a.11. personal and work area work procedures and practices a.12. conditions of service, legislation and industrial agreements including: a.12.1. workplace agreements and awards a.12.2. occupational health and safety procedures a.12.3. standards and certification requirements a.12.4. quality assurance procedures a.12.5. emergency procedures</td>
</tr>
</tbody>
</table>
### LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 4. Applicable regulations and legislation | a. Applicable procedures and codes may include:  
  a.1. relevant State/Territory regulations and licence/permit requirements pertaining to mobile cranes up to and including 20 tonnes  
  a.2. relevant Australian standards and certification requirements  
  a.3. relevant State/Territory road rules  
  a.4. relevant State/Territory OHS legislation  
  a.5. relevant State/Territory fatigue management regulations  
  a.6. relevant State/Territory environmental protection legislation |
### Evidence Guide

#### LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES

**1. Critical aspects of evidence to be considered**

- a. Assessment must confirm appropriate knowledge and skills to:
  - a.1. operate the mobile crane in accordance with regulatory requirements
  - a.2. monitor the lift and identify and report/rectify problems
  - a.3. ascertain weight and dimensions of load and radius requirements and centre of gravity (COG)
  - a.4. select appropriate crane size and type
  - a.5. communicate effectively in writing and respond to telephone and verbal inquiries
  - a.6. identify job and site hazards
  - a.7. determine required permits
  - a.8. use appropriate communication strategies and equipment
  - a.9. locate, interpret and apply relevant information including site plans and job specifications
  - a.10. maintain company records and documentation
  - a.11. identify and safely handle equipment and goods
  - a.12. apply hierarchy of control and where necessary, safety precautions appropriate to the task

**2. Interdependent assessment of units**

- a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job role or function

**3. Required knowledge and skills**

- a. Relevant road rules, regulations, permit and licence requirements pertaining to mobile crane operation
- b. Relevant OHS and environmental procedures and regulations
- c. Mobile crane applications, capacities, configurations, safety hazards and control mechanisms
- d. Risks and hazards involved in mobile crane operation and associated action that can be taken to eliminate or minimise the risk
- e. Workplace procedures concerning the operation of a mobile crane at a work site
- f. Problems that may occur during a lift and associated action that can be taken to address the problems concerned
- g. Communication systems used during a lift
- h. Focus of operation of work systems and equipment
- i. Ability to prioritise and multi-task work
- j. Ability to apply relevant agreements, codes of practice or other legislative requirements
- k. Ability to identify and correctly use equipment, processes and procedures
- l. Ability to plan own work including predicting consequences and identifying improvements
### LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES

| 4. Resource implications | a. Access is required to opportunities to:  
| | a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to lift and move a load using a mobile crane up to and including 20 tonnes, and/or  
| | a.2. lift and move loads using mobile cranes up to and including 20 tonnes in an appropriate range of operational situations  
| 5. Consistency in performance | a. Applies underpinning knowledge and skills when:  
| | a.1. operating the mobile crane in accordance with regulatory requirements  
| | a.2. monitoring the lift and identifying and reporting/rectifying problems  
| | a.3. ascertaining weight and dimensions of load and radius requirements and centre of gravity (COG)  
| | a.4. selecting appropriate crane size and type  
| | a.5. identifying job and site hazards  
| | a.6. determining required permits  
| | a.7. using appropriate communication strategies and equipment  
| | a.8. locating, interpreting and applying relevant information including site plans and job specifications  
| | a.9. maintaining company records and documentation  
| | a.10. identifying and safely handle equipment and goods  
| | a.11. applying hierarchy of control and, where necessary, safety precautions appropriate to the task  
| | b. Shows evidence of application of relevant workplace procedures including:  
| | b.1. relevant State/Territory regulations and licence/permit requirements pertaining to mobile cranes  
| | b.2. OHS policies and procedures  
| | b.3. identification of operational hazards and the use of appropriate hazard minimisation techniques  
| | b.4. company procedures and work instructions (including security and housekeeping procedures)  
| | b.5. relevant manufacturer’s guidelines related to the operation of the mobile crane concerned  
| | b.6. environmental protection procedures  
| | c. Action is taken promptly to report and/or rectify any identified operational problems in accordance with manufacturer’s instructions, regulatory requirements and company procedures  
| | d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts  
| | e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment |
Evidence Guide (continued)

LIFT AND MOVE LOAD USING MOBILE CRANE UP TO AND INCLUDING 20 TONNES

6. Context for assessment

a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory regulatory authorities

b. Assessment of this unit must be undertaken by a Registered Training Organisation:
   b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   b.2. Appropriate practical assessment must occur:
      b.2.1. at the Registered Training Organisation, and/or
      b.2.2. in an appropriate work situation

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
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<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
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<td>2</td>
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</tbody>
</table>

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TDTD4301A Shift loads using gantry

Field D Load Handling

**DESCRIPTION:**

This unit involves the skills and knowledge required to shift loads using gantry equipment in accordance with workplace and regulatory requirements, including planning the work for the prevailing working conditions; using the controls and operating systems to manage the operation of the equipment; locating the load and identifying the load characteristics; safely moving the load; monitoring the controls; and stopping, shutting down and securing the equipment after the completion of operations.

*Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements and relevant Australian standards pertaining to the operation of gantry equipment to shift loads.*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Plan work for the prevailing working conditions | a. Traffic flow, weather and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities  
b. Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments/gear are used to move the load  
c. Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel |
| 2. Use controls and operating systems to manage the operation of the equipment | a. Equipment is prepared and appropriate attachments fitted (where applicable)  
b. Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine  
c. Engine is started in accordance with manufacturer's guidelines to bring the engine to speed  
d. Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturer's specifications and workplace and regulatory safety requirements  
e. Engine power is managed for efficiency of equipment movement and economy of equipment operations  
f. Equipment operations are conducted within manufacturer's specified torque range  
g. Any faults or damage to equipment are immediately reported to the appropriate personnel |
### 3. Locate load and identify load characteristics

- Load is located and identified according to instructions
- Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of the gantry equipment are identified
- Load weight and dimensions are checked to ensure they fall within the capacity of the equipment
- Loading and unloading plans are followed to ensure efficiency and safety of operations
- Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed
- Hazardous cargo is identified and relevant procedures are taken into account when planning and conducting the work

### 4. Safely move load

- Equipment is operated and positioned using smooth and controlled movements
- Manoeuvres are within the limits of the equipment and in line with manufacturer's specifications
- Load is moved ensuring no injury to personnel or damage to equipment or cargo
- Continuous communication is maintained with personnel assisting the operator in the load movement operations using appropriate communications technology and procedures
- In the event of a safety incident or emergency, the equipment is immediately stopped and workplace emergency procedures followed
- Safety incidents and emergencies are reported in accordance with workplace procedures and regulatory requirements

### 5. Monitor and operate controls

- Equipment controls are monitored and operated in accordance with manufacturer's operating instructions
- Control systems are understood and acted upon in accordance with regulatory requirements, manufacturer's guidelines and workplace operating procedures
- Control faults are identified and reported in accordance with enterprise guidelines
- Hazards in the work area are identified and appropriate measures are adopted to control the risks in accordance with regulatory requirements and workplace procedures

### 6. Stop, shut down and secure equipment

- Equipment is brought to a controlled halt and shut down without injury to personnel or damage to equipment, loads or facilities in accordance with manufacturer's guidelines and workplace procedures
- Equipment is secured in accordance with manufacturer's instructions and workplace procedures
### Range Of Variables

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 1. General context        | a. Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the shifting of loads using gantry equipment  
                            b. Work is performed under some supervision generally within a team environment  
                            c. Work involves the application of workplace procedures and regulatory requirements when shifting loads using gantry equipment as part of work activities in the stevedoring, transport, distribution and allied industries |
| 2. Worksite environment   | a. Work may be conducted in a range of work environments by day or night  
                            b. Customers may be internal or external  
                            c. Workplaces may comprise large, medium or small worksites  
                            d. Work may be conducted in:  
                                d.1. limited or restricted spaces  
                                d.2. exposed conditions  
                                d.3. controlled or open environments  
                                d.4. even or uneven surfaces  
                                d.5. wet or dry surfaces  
                            e. Cargo/freight may include goods/containers with specialist requirements, including temperature controlled goods and dangerous goods  
                            f. Range of equipment may include various types of bridge and gantry cranes  
                            g. Hazards in the work area may include exposure to:  
                                g.1. chemicals  
                                g.2. dangerous or hazardous substances  
                                g.3. movements of equipment, goods, materials and vehicular traffic  
                            h. Personal protection equipment may include:  
                                h.1. gloves  
                                h.2. safety headwear and footwear  
                                h.3. safety glasses  
                                h.4. two-way radios  
                                h.5. protective clothing  
                                h.6. high visibility clothing  
                            i. Communication in the work area may include:  
                                i.1. phone  
                                i.2. fax  
                                i.3. email  
                                i.4. electronic data transfer (EDI)  
                                i.5. RF systems  
                                i.6. radio  
                                i.7. oral, aural or signed communications  
                            j. Personnel in work area may include:  
                                j.1. workplace personnel  
                                j.2. site visitors  
                                j.3. contractors  
                                j.4. official representatives |
### Range Of Variables (continued)

#### SHIFT LOADS USING GANTRY EQUIPMENT

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **2. Worksite environment (continued)** | k. Consultative processes may involve:  
  k.1. staff members  
  k.2. management  
  k.3. union representatives  
  k.4. industrial relations, OHS specialists  
  k.5. other professional or technical staff  
 l. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
  l.1. company procedures  
  l.2. enterprise procedures  
  l.3. organisational procedures  
  l.4. established procedures |
| **3. Sources of information/documents** | a. Information/documents may include:  
  a.1. goods identification numbers and codes  
  a.2. manifests, bar codes, and container identification/serial number  
  a.3. Australian and international codes of practice and regulations relevant to the shifting of loads using gantry equipment  
  a.4. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances  
  a.5. operations manuals, job specifications and induction documentation  
  a.6. manufacturer’s specifications for equipment  
  a.7. workplace procedures and policies  
  a.8. supplier and/or client instructions  
  a.9. dangerous goods declarations and material safety data sheets  
  a.10. award, enterprise bargaining agreement, other industrial arrangements  
  a.11. relevant Australian standards and certification requirements  
  a.12. quality assurance procedures  
  a.13. emergency procedures |
| **4. Applicable regulations and legislation** | a. Applicable regulations and legislation may include:  
  a.1. relevant codes and regulations for the shifting of cargo/containers using gantry equipment  
  a.2. Australian and international regulations and codes of practice for the handling of dangerous goods and hazardous substances, including:  
    a.2.1. Australian and International Dangerous Goods Codes  
    a.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Code  
    a.2.3. IATA’s ‘Dangerous Goods by Air’ regulations  
    a.2.4. Australian and International Explosives Codes  
  a.3. relevant Australian Standards including AS1418 and AS2550  
  a.4. licence, patent or copyright arrangements  
  a.5. water and road use and licence arrangements  
  a.6. export/import/quarantine/bond requirements  
  a.7. marine orders  
  a.8. relevant State/Territory OHS and environmental protection legislation  
  a.9. workplace relations regulations  
  a.10. workers compensation regulations |
## Evidence Guide

### SHIFT LOADS USING GANTRY EQUIPMENT

1. **Critical aspects of evidence to be considered**
   - Assessment must confirm appropriate knowledge and skills to:
     - a.1. plan work for the prevailing working conditions and the types of load
     - a.2. use controls and operating systems to manage the operation of the equipment
     - a.3. locate load and identify load characteristics
     - a.4. safely move load
     - a.5. monitor and operate controls
     - a.6. stop, shut down and secure equipment
     - a.7. locate, interpret and apply relevant information
     - a.8. provide customer/client service and work effectively with others
     - a.9. use appropriate communications equipment during operations
     - a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
     - a.11. follow the designated work plan for the job

2. **Interdependent assessment of units**
   - a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job function

3. **Required knowledge and skills**
   - a. Australian and international codes, regulations, licence/permit requirements relevant to the use of gantry equipment to shift loads
   - b. Relevant OHS and environmental protection procedures and guidelines
   - c. Workplace procedures and policies for the use of gantry equipment to shift loads
   - d. Focus of operation of work systems, equipment, management and site operating systems for the use of gantry equipment to shift loads
   - e. Problems that may occur when using gantry equipment to shift loads and appropriate action that can be taken to resolve the problems
   - f. Relevant safety codes and emergency procedures
   - g. Types of gantry equipment used to shift loads in terminals/wharves, their applications and procedures and precautions for their use
   - h. Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of gantry equipment
   - i. The marking and numbering systems for cargo
   - j. Relevant bond, quarantine or other legislative requirements
   - k. Ability to:
     - k.1. identify, select and use relevant equipment, processes and procedures when using gantry equipment to shift loads
     - k.2. modify activities depending on differing workplace contexts, risk situations and environments
     - k.3. read and interpret instructions, procedures and labels relevant to the transfer of cargo/freight
     - k.4. identify cargo, container and goods, coding, ADG / IMDG markings and where applicable emergency information panels
     - k.5. estimate the size, shape and special requirements of loads
     - k.6. receive, acknowledge and send messages with appropriate communications equipment
     - k.7. apply effective eye-hand coordination to operational tasks
## Evidence Guide (continued)

### SHIFT LOADS USING GANTRY EQUIPMENT

| 4. Resource implications | a. Access is required to opportunities to:  
| | a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to shift loads using gantry equipment, and/or  
| | a.2. shift loads using gantry equipment in an appropriate range of operational workplace situations  
| 5. Consistency in performance | a. Applies underpinning knowledge and skills when:  
| | a.1. planning work for the prevailing working conditions and loads  
| | a.2. using controls and operating systems to manage the operation of the equipment  
| | a.3. locating load and identifying load characteristics  
| | a.4. moving materials and loads  
| | a.5. monitoring and operating controls  
| | a.6. stopping, shutting down and securing equipment  
| | a.7. locating, interpreting and applying relevant information  
| | a.8. providing customer/client service and working effectively with others  
| | a.9. using appropriate communications equipment during operations  
| | a.10. selecting and using appropriate workplace colloquial and technical language and communication technologies in the workplace context  
| | a.11. following the designated work plan for the job  
| | b. Shows evidence of application of relevant workplace procedures including:  
| | b.1. relevant codes of practice and legislative requirements pertaining to the use of gantry equipment to shift loads  
| | b.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances  
| | b.3. workplace procedures and instructions (including safety, emergency, security and housekeeping procedures)  
| | b.4. OHS policies and procedures  
| | b.5. issue resolution procedures  
| | b.6. obtaining assistance from other team members when required  
| | b.7. relevant guidelines relating to the safe use of equipment  
| | b.8. customer service and quality assurance procedures and policies  
| | b.9. environmental protection procedures  
| | c. Action is taken promptly to report any accidents, incidents or difficulties when using gantry equipment to shift loads in accordance with regulatory requirements and workplace procedures  
| | d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts  
| | e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others  
| | f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel |
Evidence Guide (continued)

SHIFT LOADS USING GANTRY EQUIPMENT

6. Context for assessment

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning.
   a.2. Appropriate practical assessment must occur:
       a.2.1. at the Registered Training Organisation, and/or
       a.2.2. in an appropriate work situation.
# TDTF797B Implement and coordinate accident-emergency procedures

**Field F Occupational Health and Safety**

**DESCRIPTION:**

This unit involves the skills and knowledge required to implement and coordinate accident-emergency procedures, including responding to the incident, conducting on-site activities, and completing follow-up actions.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to the incident</td>
<td>a. Details of incidents, accidents and emergencies are received, analysed and confirmed</td>
</tr>
<tr>
<td></td>
<td>b. Immediate coordination requirements are identified and actioned in accordance with organisation procedures</td>
</tr>
<tr>
<td></td>
<td>c. Travel to the incident site is by the shortest, fastest, legal means and routes</td>
</tr>
<tr>
<td>2. Coordinate on-site activities</td>
<td>a. Control of site activities is assumed on arrival and the operator and other authorities present are informed of this action</td>
</tr>
<tr>
<td></td>
<td>b. Assistance is provided to clients and operators within the limitations of duty of care and organisation requirements</td>
</tr>
<tr>
<td></td>
<td>c. Details of personnel, including names and nature of injuries, are notified to relevant personnel, following enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>d. Assistance is provided to relevant authorities within legal and policy limitations</td>
</tr>
<tr>
<td>3. Complete follow-up actions</td>
<td>a. Details of affected personnel, including names, nature of injuries and follow-up treatments are notified to next-of-kin in accordance with organisation procedures</td>
</tr>
<tr>
<td></td>
<td>b. Incidents resulting in a near miss, accident or emergency are investigated and a report, including recommendations, is completed in accordance with enterprise policies and procedures</td>
</tr>
<tr>
<td></td>
<td>c. Accident procedures and emergency plans are reviewed for effectiveness and recommendations for changes are prepared and submitted to appropriate persons</td>
</tr>
</tbody>
</table>
### Range Of Variables

#### IMPLEMENT AND COORDINATE ACCIDENT-EMERGENCY PROCEDURES

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Work must be carried out in compliance with the relevant regulations and workplace procedures concerning action to be taken in the event of an emergency, fire or accident  
  b. Work is performed under some supervision generally within a team environment  
  c. Work involves the application of the basic emergency response principles to the implementation of accident-emergency procedures including the provision of assistance ranging from simple injuries to the application of life support systems |
| **2. Worksite environment** | a. Work may be conducted in a range of work environments and weather conditions by day or night  
  b. Customers may be internal or external  
  c. Workplaces may comprise large, medium or small worksites  
  d. Work may be conducted in:  
    d.1. restricted spaces  
    d.2. exposed conditions  
    d.3. controlled or open environments  
  e. Action to be taken in the event of an accident-emergency may include:  
    e.1. identifying and following established emergency procedures  
    e.2. assessing the nature and extent of the emergency  
    e.3. rendering assistance and first aid  
    e.4. isolating and coordinating safety of the scene  
    e.5. alerting relevant organisational personnel and emergency services  
    e.6. recording relevant information and reporting on accident/emergency situation in accordance with regulatory and workplace requirements  
  f. Emergency equipment may include:  
    f.1. first aid kit  
    f.2. fire extinguishers  
    f.3. fire hose  
    f.4. fire blanket  
    f.5. resuscitation equipment  
  g. Hazards in the work area may include:  
    g.1. exposure to chemicals  
    g.2. exposure to dangerous or hazardous substances  
    g.3. movements of equipment, goods and materials  
    g.4. accidents involving chemicals, toxic substances and other harmful substances  
    g.5. accidents involving equipment and vehicles  
    g.6. explosion and/or fire  
    g.7. personal accidents including lifting injuries  
    g.8. waste management and disposal  
    g.9. violent incidents such as armed robberies |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| 2. Worksite environment (continued) | h. Consultative processes may include:  
    h.1. workplace personnel and management  
    h.2. designated workplace emergency officers  
    h.3. emergency services personnel including ambulance, police, fire services, etc.  
    h.4. union representatives  
    h.5. industrial relations and OHS specialists  
    h.6. other professional or technical staff  
    h.7. site visitors  
    h.8. contractors  
    h.9. official representatives  

i. Communication in the work area may include:  
    i.1. phone  
    i.2. electronic data interchange  
    i.3. fax  
    i.4. e-mail  
    i.5. internet  
    i.6. radio  
    i.7. oral, aural or signed communications  

j. **Personal protection equipment may include:**  
    j.1. gloves  
    j.2. safety headwear and footwear  
    j.3. safety glasses  
    j.4. two-way radios  
    j.5. high visibility clothing  
    j.6. breathing apparatus  

k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
   k.1. company procedures  
   k.2. enterprise procedures  
   k.3. organisational procedures  
   k.4. established procedures
### IMPLEMENT AND COORDINATE ACCIDENT-EMERGENCY PROCEDURES

#### 3. Sources of information/documents

<table>
<thead>
<tr>
<th>a. Information/documents may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. workplace emergency/fire/accident procedures</td>
</tr>
<tr>
<td>a.2. workplace procedures for the use of emergency equipment and personal protection equipment</td>
</tr>
<tr>
<td>a.3. first aid instructions and procedures</td>
</tr>
<tr>
<td>a.4. manufacturer’s instructions concerning the use and servicing of equipment</td>
</tr>
<tr>
<td>a.5. manifests, bar codes, goods and container identification goods identification numbers and codes</td>
</tr>
<tr>
<td>a.6. material safety data sheets</td>
</tr>
<tr>
<td>a.7. codes of practice including the Dangerous Goods Code</td>
</tr>
<tr>
<td>a.8. IMDG code markings, HAZCHEM codes and where applicable emergency information panels</td>
</tr>
<tr>
<td>a.9. relevant legislation, regulations and related documentation related to emergency response situations</td>
</tr>
<tr>
<td>a.10. award, enterprise bargaining agreement, other industrial arrangements</td>
</tr>
<tr>
<td>a.11. relevant Australian standards and certification requirements</td>
</tr>
<tr>
<td>a.12. quality assurance procedures</td>
</tr>
<tr>
<td>a.13. supplier and/or client advice on the hazards involved with goods or cargo</td>
</tr>
</tbody>
</table>

#### 4. Applicable regulations and legislation

<table>
<thead>
<tr>
<th>a. Applicable regulations and legislation may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. relevant State/Territory OHS legislation</td>
</tr>
<tr>
<td>a.2. relevant State/Territory environmental protection legislation</td>
</tr>
<tr>
<td>a.3. emergency procedures regulations</td>
</tr>
<tr>
<td>a.4. dangerous goods and hazardous goods regulations</td>
</tr>
<tr>
<td>a.5. relevant Australian standards and certification including Australian Standard AS 2865 – ‘Safe Working in a Confined Space Code’</td>
</tr>
<tr>
<td>a.6. workplace relations regulations</td>
</tr>
<tr>
<td>a.7. workers compensation regulations</td>
</tr>
</tbody>
</table>
# Evidence Guide

## IMPLEMENT AND COORDINATE ACCIDENT-EMERGENCY PROCEDURES

### 1. Critical aspects of evidence to be considered

<table>
<thead>
<tr>
<th>a. Assessment must confirm appropriate knowledge and skills to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. respond to an accident/emergency and assess appropriate, prompt actions</td>
</tr>
<tr>
<td>a.2. locate, interpret and apply relevant information</td>
</tr>
<tr>
<td>a.3. comply with organisational procedures, admission of liability policy, legal and coordination requirements</td>
</tr>
<tr>
<td>a.4. isolate and coordinate safety of the scene</td>
</tr>
<tr>
<td>a.5. render assistance and exert personal control at the scene</td>
</tr>
<tr>
<td>a.6. exercise self control</td>
</tr>
<tr>
<td>a.7. investigate and report on accident/emergency situation</td>
</tr>
<tr>
<td>a.8. resolve coordination issues with other organisations and operators</td>
</tr>
</tbody>
</table>

### 2. Interdependent assessment of units

| a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function |

### 3. Required knowledge and skills

| a. Relevant OHS and other regulatory codes, procedures and guidelines concerning response to accidents and emergencies |
| b. Risks and hazards in the workplace and related precautions to control the risk |
| c. Workplace procedures and policies for responding to accident/emergency situations including first aid procedures |
| d. Types of accidents and emergencies that can occur in a workplace and the appropriate action to be taken in each case |
| e. Types of emergency equipment in the workplace and instructions for its use |
| f. Site layout and obstacles |
| g. Means to control and organise the accident scene, provide practical assistance and cooperate with others at the scene |
| h. Focus of operation of work systems, equipment, management and site operating systems |
| i. Ability to modify activities depending on differing workplace contexts, risk situations and environments |
| j. Ability to read and comprehend simple statements in English |
| k. Ability to identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels |
| l. Ability to identify, select and use emergency equipment, processes and procedures |

### 4. Resource implications

<table>
<thead>
<tr>
<th>a. Access is required to opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to implement accident-emergency procedures in a workplace, and/or</td>
</tr>
<tr>
<td>a.2. implement accident-emergency procedures in an appropriate range of accident-emergency situations</td>
</tr>
</tbody>
</table>
Evidence Guide (continued)

IMPLEMENT AND COORDINATE ACCIDENT-EMERGENCY PROCEDURES

5. Consistency in performance

a. Applies underpinning knowledge and skills when:
   a.1. responding to an accident/emergency and assessing appropriate, prompt actions
   a.2. locating, interpreting and applying relevant information
   a.3. complying with organisational procedures, admission of liability policy, legal and coordination requirements
   a.4. isolating and coordinating safety of the scene
   a.5. rendering assistance and exerting personal control at the scene
   a.6. exercising self control
   a.7. investigating and reporting on accident/emergency situation
   a.8. resolving coordination issues with other organisations and operators

b. Shows evidence of application of relevant workplace procedures including:
   b.1. relevant codes, regulations and hazard prevention policies and procedures
   b.2. workplace emergency, fire and accident procedures and instructions
   b.3. obtaining assistance from other team members when required
   b.4. hazard identification and minimisation guidelines
   b.5. procedures for the use of personal protective clothing and equipment
   b.6. issue resolution procedures
   b.7. housekeeping procedures
   b.8. environmental protection procedures

c. Action is taken promptly to report and/or respond to accidents/emergencies in accordance with regulatory requirements and workplace emergency procedures

d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts

e. Work is completed systematically with required attention to detail and care for the safety of personnel, goods, facilities and equipment.

6. Context for assessment

a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
      a.2.1. at the Registered Training Organisation, and/or
      a.2.2. in an appropriate work situation

<table>
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<tr>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse &amp; Organise Information</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
TDTOHS3003A Operate a boom type elevating work platform

Unit Descriptor

This unit specifies the outcomes required to operate a boom type elevating work platform (EWP), with a boom exceeding 11 metres in length, including planning and preparation for work, the conduct of operational checks, the safe and effective operation of the boom type elevating work platform for a range of tasks, in a variety of terrains, accessing isolated work areas and operator maintenance activities in accordance with designated Australian Standards.

Pre-requisite Unit(s)

Occupational Health and Safety unit(s) prescribed by the industry to which this competency applies.

Application of the Unit

This unit may have application in a range of industries including but not limited to Coal, Construction, Electro Technology, Mining and Retail in addition to Transport and Distribution.

This unit has been developed to comply with Commonwealth, State and Territory Occupational Health and Safety legislation and regulations and should provide demonstration of competency suitable for licence application.

Competency Field

Load Handling.

Sector

Plant Operation.

ELEMENT PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan and prepare for operation

1.1 Applicable OH&S, licencing, legislative and organisational requirements relevant to elevating work platform operations are verified and complied with

1.2 Work order is reviewed, confirmed and clarified with appropriate personnel

1.3 Type of operations to be conducted with a elevating work platform are assessed and prepared

1.4 Equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturers recommendations
1.5 Elevating work platform operations are planned in accordance with site procedures

1.6 *Environmental protection measures* are observed in accordance with environmental plans and regulations

1.7 *Communication* with others is established and maintained in accordance with OH&S requirements

2. Inspect and test boom type elevating work platform

2.1 Elevating work platform is visually inspected prior to operation for any evidence of damage, structural weakness or interference according to pre-operational safety check procedures

2.2 *Pre start-up checks* are carried out on equipment in accordance with site requirements

2.3 Elevating work platform controls and functions, including manoeuvrability, emergency functions, gear and accessories are checked for serviceability and any faults are rectified or reported

2.4 Site *hazards* associated with elevating work platform operations are detected and safe operating techniques used to minimise risk

2.5 *Emergency safety devices* are checked to comply with instructions from operator’s manual and checked for manual operation or segregated for testing, repair or destruction

3. Set up boom type elevating work platform

3.1 Work location is checked for level ground or floor surface to determine stabilising and safe working area requirements

3.2 Elevating work platform is positioned for work application with outriggers and stabilisers engaged to set equipment base level into place

3.3 Plates or packing are placed under the footplates to distribute the load evenly

3.4 Ground is checked before and after packing has been installed to ensure it is firm enough to bear the load

3.5 Tools, equipment and materials are placed into the elevating work platform in accordance with job application requirements and regulations

4. Operate boom type elevating work platform

4.1 Elevating work platform is operated to work instructions in accordance with company operating procedures

4.2 Communication practices associated with lifting loads are conducted in accordance with work site procedures and confirmed between parties
4.3 **Weight of load** is calculated in accordance with load chart, permissible loads, radii and heights

4.4 **Harness** is fitted securely and lanyard connected to attachment point

4.5 Load is lifted, lowered and set down safely and **tasks** completed effectively in accordance with industry safety standards and manufacturers specifications

4.6 Power is switched off where specified and locking devices engaged in accordance with the operators manual

4.7 Load is raised and lowered in accordance with conventional hand and audible signals that meet OH&S legislation on work site procedures

4.8 Load is constantly monitored to ensure safety to personnel, load and structural stability and unplanned situations responded to in line with operational procedures

5. **Shut down and stow boom type elevating work platform**

5.1 Elevating work platform is shut down using the correct sequence of procedures in accordance with manufacturers instructions

5.2 Routine post operational equipment checks are carried out in accordance with manufacturers instructions and available checklists

5.3 Elevating work platform is dismantled in accordance with the job plan, manufacturers instructions and statutory regulations

5.4 Outriggers and stabilisers are secured and stowed in accordance with manufacturers instructions

5.5 Elevating work platform is stowed and secured in accordance with manufacturers instructions and company procedures

5.6 Elevating work platform operations and faults are **recorded and reported** to the appropriate personnel
REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

**Required skills include:**

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for conducting boom type elevating work platform operations
- Use and maintenance requirements of relevant tools, machinery and equipment
- Verify problems and equipment faults and demonstrate appropriate response procedures
- Use appropriate communication and interpersonal techniques with colleagues and others
- Accurately record and maintain information relating to conducting boom type elevating work platform operations
- Efficiently and safely conduct boom type elevating work platform operations

**Required knowledge and understanding include:**

- Commonwealth, State or Territory OH&S legislation, regulations, standards and codes of practice relevant to the full range of processes for conducting boom type elevating work platform operations
- Organisational and site standards, requirements, policies and procedures for conducting boom type elevating work platform operations
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols in the workplace
- Typical routine problems encountered in the process and with equipment and adjustments required for correction
- Types of tools and equipment and procedures for their use, operation and maintenance
- Elevating work platform operations and operating techniques
- Elevating work platform capabilities and attachments
- Techniques for calculating safe working loads
- Material safety data sheets and material handling methods
• Job safety analyses or safe work method statements
• Risk assessment and management
• Procedures for the recording, reporting and maintenance of workplace records and information
• Appropriate mathematical procedures for estimation and measurement

**KEY COMPETENCIES**

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

- **Performance Level 1** – at this level, the candidate is required to undertake tasks effectively.
- **Performance Level 2** – at this level, the candidate is required to manage tasks.
- **Performance Level 3** – at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are ideas and information communicated within this competency?</td>
<td>Ideas and information, verbal and written, are communicated in simple English to confirm work requirements, convey information and requests to colleagues, and report and record outcomes relating to conducting boom type elevating work platform operations.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Collect, organise, interpret and understand information required to undertake conducting boom type elevating work platform operations.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Organise and conduct work task activities in the correct sequence for conducting boom type elevating work platform operations to be completed within the designated timeframes.</td>
<td>2</td>
</tr>
<tr>
<td>How is team work used within this competency?</td>
<td>Effective communication and interpersonal techniques are used with colleagues and others to maximise confidence, satisfaction and productivity during the process of conducting boom type elevating work platform operations.</td>
<td>1</td>
</tr>
<tr>
<td>How are mathematical ideas and techniques used?</td>
<td>Mathematical ideas and techniques are used to calculate time to complete tasks and to estimate tools, equipment and material requirements including boom type elevating work platform travel rates, dimensions and load weight.</td>
<td>1</td>
</tr>
<tr>
<td>How are problem solving skills applied?</td>
<td>Establish safe and effective processes for conducting boom type elevating work platform operations which anticipate likely problems to avoid wastage and downtime.</td>
<td>1</td>
</tr>
<tr>
<td>How is use of technology applied?</td>
<td>Select and use a boom type elevating work platform to access isolated areas in a range of applications and environments.</td>
<td>1</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Safety (Occupational Health & Safety - OH&S)**
- is to be in accordance with Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures and may include use of personal protective equipment and clothing, use of safety equipment, fatigue management, risk assessment and management, hazard and risk control, manual handling including lifting and carrying, housekeeping, use of fire fighting equipment, use of first aid equipment, signage and barricades, hazard control and elimination of hazardous materials and substances
- is to include personal protective equipment that is prescribed under legislation, regulation and workplace policies and procedures
- is to include safe operating procedures which include but are not limited to recognising and preventing hazards associated with underground or overhead services, other machines, restricted access barriers, traffic control, working at heights, working in proximity to personnel, worksite visitors and the public, safe parking, obstructions, recently filled trenches, secure from unauthorised access or movement, uneven or unstable surfaces or terrain, fires, man made structures, traffic and hazardous materials
| **Licencing** | • is to include the relevant recognition, permit, license or permission to operate within any State or Territory issued by the Government regulatory authority of that jurisdiction |
| **Organisational requirements** | • may include but not be limited to legal, organisational and site policy or guidelines, policies and procedures relating to own role and responsibility, quality assurance or procedures manuals, quality and continuous improvement processes and standards, OH&S policies, procedures and programs, emergency and evacuation procedures, ethical standards, recording and reporting procedures, access and equity principles and practice, consultative processes, equipment maintenance and storage procedures |
| **Legislative requirements** | • may include but not be limited to relevant legislation from all levels of government that affect business operation, award and enterprise agreements and relevant industrial arrangements, confidentiality and privacy requirements, occupational health and safety issues, environmental issues, equal opportunity, industrial relations and anti-discrimination, and relevant industry codes of practice |
| **Work order** | • is to include organisational work specifications and instructions issued by authorised personnel for the operation of a boom type elevating work platform and its respective tasks |
| **Appropriate personnel** | • may include but not be limited to supervisors, suppliers, clients, colleagues and managers |
| **Environmental protection measures** | • are to include but not be limited to organisational and project requirements including waste management, noise, vibration, dust and clean up management |
| **Boom type elevating work platform** | • is to include devices with a boom exceeding 11 metres in length and may include telescoping, hinged or articulated devices or any combination of these to support a platform on which personnel, equipment and materials may be elevating to perform work and may also include electrical, hydraulic or mechanical operating systems |
Equipment
- is to include boom type elevating work platforms and relevant maintenance equipment
- is to include procedures for equipment lock out protecting operators and co-workers from accidental injury by isolating the equipment, emergency shut down and stopping, extinguishing fires, organisational first aid requirements and evacuation

Communication
- may include verbal and non-verbal language, signage, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and co-operative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language
- is to include but not limited to on-site meetings, verbal instructions and fault reporting and may include two way radios, hand signals, mobile phones, site specific instructions, written instructions or instructions related to a job or task

Pre start-up checks
- are conducted to ensure the equipment has been set-up correctly, attachments are fitted accurately and plant is operating to optimum performance

Hazards
- may include but not be limited to movement of personnel, equipment, goods or material, wet, iced, oily, uneven or unstable surface or terrain, fires, underground or overhead services, buildings, traffic, structures, chemicals and hazardous materials

Emergency safety devices
- are to include but not be limited to bleed valves, hydraulic accumulators, electronic override, ground controls and emergency descent devices

Weight of load
- is to include that prescribed by the manufacturer as not exceeding the allowable capacity of the elevating work platform

Harness
- is to include a full body rescue harness

Tasks
- operations may include but not be limited to telescope in and out, slew left and right, operate outriggers and stabilisers, boom up and down, operate attachments, motion and four wheel drive
### Records and reports
- may include but not be limited to boom type elevating work platform operations and maintenance of equipment, difficulties or issues faced, environmental issues, recommendations for future work, results, costs, hazards, incidents or injuries, dangerous occurrences or equipment malfunctions using log books, proformas, production reports, conclusions, recommendations and maintenance records

### EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the relevant Training Package.

### Overview of Assessment
- A person who demonstrates competency in this standard must be able to provide evidence that they can safely and efficiently conduct boom type elevating work platform operations according to organisational requirements and in doing so, meet the relevant regulatory authority licencing requirements.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit
- Compliance with organisational and site policies and procedures including quality requirements and State or Territory legislation applicable to workplace operations.
- Compliance with OH&S and environmental regulations, policies and procedures.
- Effectively communicate and work safely with others in the work area.
- Effectively conduct risk assessment and management procedures.
- Efficiently conduct boom type elevating work platform operations to include the tasks of lifting, lowering and setting down loads with personnel, equipment and materials for boom type lifts.
- Effectively conduct pre and post operational checks of the boom type elevating work platform.
- Compliance with Commonwealth, State or Territory regulations for the acquisition of a regulatory authority licence.

### Context of, and specific resources for assessment
- The application of competency is to be assessed in the workplace or realistically simulated workplace.
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints.
Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian Standards requirements.

The following resources should be made available:
- workplace location or simulated workplace
- materials and equipment relevant to boom type elevating work platform operations.

Specifications and work instructions.

**Method of assessment**

Assessment must satisfy the endorsed assessment guidelines of the relevant Training Package and that of Commonwealth, State or Territory OH&S regulations.

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge.

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment methods must confirm the use of approved Learning and Assessment instruments.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency.
TDTR298B Source goods/services and evaluate

Field R  Contract and Procurement

**DESCRIPTION:**

This unit involves the skills and knowledge required to source goods/materials/services and evaluate contractors including analysing supply requirements, and evaluating and selecting appropriate potential contractor(s).

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Analyse supply requirements** | a. Purpose and specifications of required goods/services are identified  
b. Criteria to evaluate potential or existing contractor performance is established  
c. Quantities of required goods/services are determined  
d. Frequency of ordering/requesting of goods/services is identified |
| 2. **Evaluate potential contractors** | a. Contractors of requested goods/materials/services are identified  
b. Comparative costings for goods/materials/services are obtained  
c. Contractors’ ability to provide a consistent level of performance on repeat jobs is assessed  
d. Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures  
e. A prioritised contractor shortlist is established based on the capacity of contractors to provide a cost competitive quality service  
f. The outcomes of the contractor selection process are documented including recommendations for actioning agreements/contracts with selected contractors  
g. Information and data generated during the selection process is filed and maintained in accordance with workplace procedures |
## Range Of Variables

### SOURCE GOODS/SERVICES AND EVALUATE CONTRACTORS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **1. General context** | a. Work involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures. This includes the application of established workplace procedures to source goods and to evaluate potential contractors.  
b. Work is performed under general guidance on progress and outcomes of work.  
c. A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisations’ goals and key performance objectives by the work area and the individuals and teams within it.  
e. The unit generally applies to those with responsibility for resource coordination and allocation and provides leadership of others individually or in teams. |
| **2. Worksite environment** | a. The workplace environment may involve twenty-four hour operation and may include:  
a.1. single and multi-site location  
a.2. large, medium or small companies  
b. Services, products, risks, work systems and requirements may potentially vary across different sections of the workplace  
c. Operations require customer and supplier contact and coordination  
d. Contractors may be for one-off or repeat supplies/contract services  
e. Document/data interchange may be electronic or paper-based  
f. Selection processes include procedures for maintenance of confidentiality and integrity  
g. Personnel in work area may include  
g.1. other employees and supervisors  
g.2. customers and suppliers  
g.3. external authorities and agencies  
g.4. management and union representatives  
g.5. industrial relations, Occupational Health and Safety specialists  
g.6. other professional or technical staff, contractors and maintenance personnel  
h. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:  
h.1. company procedures  
h.2. enterprise procedures  
h.3. organisational procedures  
h.4. established procedures |
Range Of Variables (continued)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SCOPE</th>
</tr>
</thead>
</table>
| **3. Sources of information/documents** | a. Information/documentation may include:  
  a.1. quality and work specifications and procedures  
  a.2. specifications for required products or services  
  a.3. manufacturer's specifications and/or suppliers handling and storage advice  
  a.4. workplace procedures, policies and instructions  
  a.5. OHS regulations and procedures  
  a.6. supplier and/or client instructions  
  a.7. materials safety data sheets  
  a.8. relevant agreements, codes of practice including the national standards for manual handling and the industry safety code  
  a.9. legislation, regulations and related documentation, including regulations related to hazardous substances, dangerous goods and environment protection  
  a.10. reports of accidents and incidents within regulatory requirements and enterprise procedures  
  a.11. workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information  
  a.12. quality assurance procedures |
| **4. Applicable regulations and legislation** | a. Applicable regulations and legislation may include:  
  a.1. relevant regulations, standards and codes of practice  
  a.2. relevant Australian and State/Territory OHS legislation  
  a.3. equal employment legislation and related policies  
  a.4. environmental protection regulations  
  a.5. hazardous substances and dangerous goods codes  
  a.6. relevant Australian standards and certification requirements  
  a.7. licence, patent or copyright arrangements |
## Evidence Guide

### SOURCE GOODS/SERVICES AND EVALUATE CONTRACTORS

| 1. Critical aspects of evidence to be considered | a. Assessment must confirm appropriate knowledge and skills to:  
|                                          | a.1. locate, interpret and apply relevant information relevant to a supply contract  
|                                          | a.2. analyse contract requirements  
|                                          | a.3. evaluate potential contractors  
|                                          | a.4. suggest improvements to contractor operations and negotiate changes  
|                                          | a.5. mediate and resolve issues surrounding supply of goods/services, maximising positive outcomes for the organisation and the individuals within it  
|                                          | a.6. provide customer/client service and work effectively with others |
| 2. Interdependent assessment of units | a. This unit of competency may be assessed in conjunction with other units that form part of a worker’s job function |
| 3. Required knowledge and skills | a. Relevant regulatory and code requirements  
|                                          | b. Relevant OHS responsibilities and procedures  
|                                          | c. Workplace protocols and procedures for the sourcing of goods/services and the evaluation of potential supply contractors  
|                                          | d. Workplace supply contract policies and procedures  
|                                          | e. Workplace grievance and disputation handling policies and procedures  
|                                          | f. Workplace business policies and plans as they relate to supply contracts, including procedures for maintenance of confidentiality  
|                                          | g. Focus of operation of recording, reporting and statistical analysis systems and resources  
|                                          | h. Resource availability including the processing capacity of equipment and software systems for statistical analysis of data  
|                                          | i. Typical problems that can occur when sourcing goods/services and evaluating contractors and related appropriate action that can be taken  
|                                          | j. Ability to negotiate effectively  
|                                          | k. Ability to select and appropriately apply technology, information systems and procedures to workplace tasks |
| 4. Resource implications | a. Access is required to opportunities to:  
|                                          | a.1. participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to source goods/services and evaluate potential supply contractors, and/or  
|                                          | a.2. source goods/services and evaluate potential supply contractors in an appropriate range of operational contexts |
Evidence Guide

SOURCE GOODS/SERVICES AND EVALUATE CONTRACTORS

5. Consistency in performance
a. Applies underpinning knowledge and skills when:
   a.1. locating, interpreting and applying information relevant to a supply contract
   a.2. analysing contract requirements
   a.3. evaluating potential contractors
   a.4. suggesting improvements to contractor operations and negotiating changes
   a.5. mediating and resolving issues surrounding supply of goods/services, maximising positive outcomes for the organisation and the individuals within it
   a.6. providing customer/client service and working effectively with others
b. Shows evidence of application of relevant workplace procedures including:
   b.1. relevant regulations and codes
   b.2. OHS regulations and hazard prevention policies and procedures
   b.3. workplace procedures and work instructions related to the sourcing of goods/services and the evaluation of potential supply contractors
   b.4. relevant guidelines relating to the use of equipment
   b.5. issue resolution and grievance procedures
   b.6. environmental protection procedures
c. Action is taken promptly to report and/or take appropriate action on any problems concerning the sourcing of goods/services and the evaluation of potential supply contractors in accordance with workplace procedures
d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

6. Context for assessment
a. Assessment of this unit must be undertaken by a Registered Training Organisation:
   a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
   a.2. Appropriate practical assessment must occur:
      a.2.1. at the Registered Training Organisation, and/or
      a.2.2. in an appropriate work situation

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>
### THTPPD05B Plan and develop interpretive activities

#### Unit Descriptor
This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. Senior guides or senior activities co-ordinators would generally undertake this role. It is particularly relevant for those developing activities within tour operations, attractions/theme parks and national parks.

The actual presentation of activities is covered in unit THTFTG06B Prepare and present interpretive tour commentaries or activities.

#### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **1 Establish need for activity** | 1.1 Identify the need for the activity, based on customer requests, customer feedback, product development initiatives and wider community needs.  
1.2 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate colleagues. |
| **2 Develop the activity** | 2.1 Identify and develop possible themes and messages for the activity.  
2.2 Identify and access a range of potential information and resources in a manner which is culturally and environmentally appropriate, including other specialists as required.  
2.3 Develop activity according to the principles of interpretation using creative communication techniques.  
2.4 Undertake a risk audit and incorporate into activity development.  
2.5 Select messages and supporting information of appropriate breadth and depth to meet customer needs.  
2.6 Develop resources to support the activity within designated timelines.  
2.7 Develop activity within budget to meet agreed objectives in consultation with colleagues.  
2.8 Promote activity in conjunction with relevant colleagues and according to organisation marketing objectives. |
3 Evaluate activity

3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of the activity.

3.2 Modify activity according to feedback received.

3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activity according to its objectives.

Range Statement

This unit applies to many tourism and hospitality industry sectors and is particularly relevant to guides working in a natural or cultural heritage environments. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Activities may include:
- guided walks
- guided site activities
- touring activities
- sporting activities.

One or more activities may be combined in an overall tour program.

Interpretive activities relate to an enormous range of subjects. Examples are:
- wildlife
- domestic/farm animals
- birds
- history and heritage
- culture
- art
- natural environment
- built environment
- sports
- festivals / seasonal themes.

Resources may include:
- natural resources
- microphone
- AV equipment
- overhead projector/transparencies
- video & video monitor
- slides/slide projector
- handouts
- costumes
- props
- actors/performers
- guest speakers
- special interest organisations.
Other specialists may include:
- subject matter experts
- cultural advisers
- technical experts
- creative designers
- actors/performers
- marketers
- environmental educators
- interpretation consultants.

Evidence Guide

Essential Knowledge and Skills to be Assessed
The following knowledge and skills must be assessed as part of this unit:
- detailed knowledge and understanding of interpretation principles (from Tilden, Interpreting Our Heritage)
- interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile
- information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information
- interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural
- the chief aim of interpretation is not instruction, but provocation
- interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase
- interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach
- creative communication techniques for interpretive activities including story-telling, role-playing, games, sensory awareness exercises and illustrated talks
- principles and processes which support activity development
- in-depth knowledge of subject matter around which the activity is developed.

Linkages to Other Units
This unit has linkages to a range of other units and combined training and assessment may be appropriate. For example:
- THTFTG06B Prepare and present tour commentaries or activities
- THTFTG03B Develop and maintain the general knowledge required by guides
- THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape)
- THTFTG13A Prepare specialised interpretive content (marine environments)
- THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)
Critical Aspects of Assessment

Evidence of the following is critical:
• ability to apply the total development and evaluation process to an interpretive activity.
• subject knowledge and the ability to apply that knowledge to the development of tourism related interpretive activities

This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge must be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of Ecotour Guides and the recognition systems in relation to cultural knowledge that exist in Aboriginal and Torres Strait Islander societies.

Context of Assessment and Resource Implications

Assessment must ensure:
• project or work activities conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity
• integration of commercially-realistic constraints for the development process (eg budget, tight timeframes, limitations on activity duration)
• access to and use of an appropriate environment for the piloting of the activity (eg natural or cultural heritage site)
• involvement of other people to act as the customer group.

Assessment Methods

Assessment methods must be chosen to ensure that the planning and development of an interpretive activity can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
• project to develop and evaluate an activity for a nominated customer group or enterprise
• oral or written questions to assess knowledge of interpretation principles and development processes
• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform    Level 2 = Administer and Manage    Level 3 = Design and Evaluate

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, Organising and Analysing Information</td>
<td>3</td>
<td>Collecting and analysing information to inform the development process</td>
</tr>
<tr>
<td>Communicating Ideas and Information</td>
<td>3</td>
<td>Developing creative ways of communicating message to customers</td>
</tr>
<tr>
<td>Planning and Organising Activities</td>
<td>3</td>
<td>Integrating the components of an activity to meet time and other practical operational limitations</td>
</tr>
<tr>
<td>Working with Others and in Teams</td>
<td>3</td>
<td>Holding a brainstorming session with colleagues on possible approaches to an activity</td>
</tr>
<tr>
<td>Using Mathematical Ideas and Techniques</td>
<td>1</td>
<td>Calculating costs of the activity</td>
</tr>
<tr>
<td>Solving Problems</td>
<td>3</td>
<td>Developing creative solutions to address resource shortages</td>
</tr>
<tr>
<td>Using Technology</td>
<td>1</td>
<td>Integrating audio-visual elements into the activity</td>
</tr>
</tbody>
</table>
WRRCA1B Operate retail equipment

This unit involves the skills, knowledge and attitudes to operate of a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

**ELEMENTS OF COMPETENCY**

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Maintain retail equipment</td>
<td>1.1 Purpose of equipment used in store/department identified accurately.</td>
</tr>
<tr>
<td></td>
<td>1.2 Equipment operated according to design specifications.</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment faults identified and reported to appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>1.4 Maintenance program for retail equipment identified and applied according to store policy.</td>
</tr>
<tr>
<td>2 Apply keyboard skills</td>
<td>2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Information entered and edited accurately.</td>
</tr>
<tr>
<td>3 Operate data entry equipment</td>
<td>3.1 Data entered using relevant equipment according to store policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Price marking equipment operated according to manufacturer’s instructions and store policy.</td>
</tr>
<tr>
<td></td>
<td>3.3 Data entered accurately and within designated time limits.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store administration
  - clerical systems

- Retail equipment may include:
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - portable data entry
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment such as shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise including refrigerators
  - weighing machines
  - thermometers
  - dye tag removers
  - trolley return equipment
  - computers
  - scanners
  - numerical keyboard equipment including calculators

- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.
- Operates and maintains a range of store retail equipment according to manufacturers’ instructions and design specifications.
- Applies store maintenance program and reports faults/problems.
- Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice.
- Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.
- Uses keyboard skills to enter and edit data accurately.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- Relevant legislation and statutory requirements
- Relevant occupational health and safety regulations
- Relevant industry codes of practice
- Purpose and impact of using electronic technology
- Operation and maintenance of store retail equipment
- Licensing requirements for carrying/moving merchandise (if applicable)
Skills in:
- Completing tasks in set time frame
- Dealing with different types of transactions
- Following common fault finding procedures
- Operation and use of store retail equipment
- Literacy and numeracy skills in regard to:
  - reading store procedures for
  - operating equipment

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Reporting equipment faults to appropriate personnel will require the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Entering and editing information will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when reporting to other staff members.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Entering data will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Maintaining equipment and identifying faults will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when operating retail equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>
Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Relevant documentation, such as:
  • store policy and procedure manuals
  • manufacturer’s instructions/operation manuals
• A range of store retail equipment
WRRC2BA Apply retail office procedures

This unit encompasses the skills, knowledge and attitudes to apply retail office procedures. It involves processing mail, operating office equipment, filing and retrieving documents, establishing contact with customers and preparing simple correspondence.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Process incoming and outgoing mail</td>
<td>1.1 Incoming mail sorted and dispatched to nominated person/location.</td>
</tr>
<tr>
<td></td>
<td>1.2 Outgoing mail collected and checked to ensure all items correctly prepared for dispatch.</td>
</tr>
<tr>
<td></td>
<td>1.3 Mail recorded according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Mail dispatched to meet designated time limits.</td>
</tr>
<tr>
<td>2 Process bulk mail</td>
<td>2.1 Documents collated as required.</td>
</tr>
<tr>
<td></td>
<td>2.2 Envelopes sorted and batched according to Australia Post specifications.</td>
</tr>
<tr>
<td></td>
<td>2.3 Batched items lodged for delivery.</td>
</tr>
<tr>
<td>3 Operate office equipment</td>
<td>3.1 Appropriate equipment identified for intended application.</td>
</tr>
<tr>
<td></td>
<td>3.2 Equipment operated in accordance with manufacturer’s instructions.</td>
</tr>
<tr>
<td></td>
<td>3.3 Equipment faults identified and rectified or reported to appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>3.4 Opening and shut down processes are followed according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>3.5 Maintenance program for equipment maintained to ensure down time is minimised.</td>
</tr>
<tr>
<td>4 File and retrieve documents</td>
<td>4.1 Documents filed according to store policy.</td>
</tr>
<tr>
<td></td>
<td>4.2 Documents identified and retrieved as requested.</td>
</tr>
<tr>
<td></td>
<td>4.3 Existing records accurately updated and modified.</td>
</tr>
<tr>
<td></td>
<td>4.4 Designated inactive files removed, processed and stored according to store policy.</td>
</tr>
<tr>
<td></td>
<td>4.5 New files accurately assembled.</td>
</tr>
<tr>
<td></td>
<td>4.6 Documentation movements accurately recorded.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>5 Establish contact with internal and external customers</td>
<td>5.1 Telephone system functions used according to store policy.</td>
</tr>
<tr>
<td></td>
<td>5.2 Telephone, facsimile or electronic mail numbers obtained and accurately recorded.</td>
</tr>
<tr>
<td></td>
<td>5.3 Incoming calls answered promptly and according to store policy.</td>
</tr>
<tr>
<td></td>
<td>5.4 Contact established and purpose of contact clearly conveyed.</td>
</tr>
<tr>
<td></td>
<td>5.5 Calls transferred or placed on hold as required.</td>
</tr>
<tr>
<td></td>
<td>5.6 Customers kept informed of delays and what action is being taken.</td>
</tr>
<tr>
<td></td>
<td>5.7 Messages recorded accurately and calls promptly returned if required.</td>
</tr>
<tr>
<td>6 Prepare simple correspondence</td>
<td>6.1 Correspondence prepared and presented for approval and/or signature without undue delay.</td>
</tr>
<tr>
<td></td>
<td>6.2 Text written using clear, concise language.</td>
</tr>
<tr>
<td></td>
<td>6.3 Spelling, punctuation and grammar are correct.</td>
</tr>
<tr>
<td></td>
<td>6.4 Standard form letters used according to store policy.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store administrative and clerical systems
  - operating and maintaining retail equipment

- Telephone and other communication numbers may be:
  - internal
  - external

- Mail dispatching and collecting procedures may include:
  - internal systems
  - Australia Post
  - courier services

- Recording/filing systems may be:
  - manual
  - electronic

- Equipment used may include:
  - facsimile machine
  - telephone system
  - photocopier
  - answering machine
  - public address system
  - paging system
  - franking machine
  - typewriters
  - computers
  - calculators

- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE
The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies procedures for the processing of mail, including bulk mail.
- Operates and maintains office equipment in accordance with store policies and procedures.
- Files and retrieves documents in accordance with store policies and procedures.
- Follows procedures for establishing contact with internal and external customers.
- Consistently applies procedures for the preparation of simple correspondence.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - store administration and clerical systems
  - receiving and dispatching incoming and outgoing mail
  - processing information
  - reporting problems and faults
- Relevant regulatory and licensing requirements such as:
  - occupational health and safety
  - environmental policies
  - public health

Skills in:

- Operating a range of office technology
- Organising work tasks
- Completing tasks in a set time frame
- Literacy and numeracy skills in regard to:
  - processing, recording and documenting information
**EVIDENCE GUIDE (CONTINUED)**

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can <strong>communication of ideas and information</strong> be applied?</td>
<td>Equipment faults will need to be communicated to others.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised?</strong></td>
<td>Instructions and store procedures will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised?</strong></td>
<td>Processing incoming and outgoing mail will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Dealing with internal and external customers will require team work.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Weighing items and preparing outgoing mail may require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem solving skills</strong> be applied?</td>
<td>Dealing with incoming calls and transferring them may require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>Preparing letters and correspondence will require use of technology.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA2B can be assessed with the following units:
WRRCA3B   Apply retail office keyboard skills
WRRF2B     Perform retail finance duties

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Relevant documentation, such as:
  • store policy and procedures manuals
  • manufacturer’s instructions/operation manuals
• A range of store retail equipment
WR RCA5B Operate retail information technology systems

This unit encompasses the competencies required to use and apply store information technology systems in a retail environment. It involves demonstrating knowledge of the hardware and software in use, editing and updating information and solving problems in relation to equipment/hardware/software.

### ELEMENTS OF COMPETENCY

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use store information technology system</td>
<td>1.1 Knowledge of store information technology system accurately demonstrated and conveyed to other staff members as required.</td>
</tr>
<tr>
<td></td>
<td>1.2 Hardware accurately identified and operated according to manufacturer’s instructions and store procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 Software accurately identified and used according to manufacturer’s instructions and store procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Application and uses of software available, accurately identified and used according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>1.5 Data transmitted according to Electronic Data Interchange procedures as required.</td>
</tr>
<tr>
<td></td>
<td>1.6 Keyboard skills used accurately to enter information as required by store policies.</td>
</tr>
<tr>
<td></td>
<td>1.7 Back up procedures regularly performed according to store procedures.</td>
</tr>
<tr>
<td>2 Edit/update information</td>
<td>2.1 Information to be edited/updated correctly identified according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>2.2 Information on system accurately edited/updated according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Price changes accurately identified and entered into store system as required.</td>
</tr>
<tr>
<td></td>
<td>2.4 Matching of shelf data price and computer records ensured.</td>
</tr>
<tr>
<td>3 Solve problems</td>
<td>3.1 Equipment/hardware/software faults identified and rectified where possible or expert assistance sought without delay.</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintenance program for hardware and software systems monitored and implemented according to manufacturer’s specifications and store procedures.</td>
</tr>
<tr>
<td></td>
<td>3.3 Routine problems handled using appropriate problem solving techniques and referred to appropriate personnel as required.</td>
</tr>
<tr>
<td></td>
<td>3.4 Problems arising at point of sale evaluated and resolved according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>3.5 Assistance positively and actively provided to staff as problems arise.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - information technology systems

- Types of equipment used may include:
  - personal computers/terminals which may be stand alone or networked
  - scanning equipment
  - bar coding
  - point of sale terminals
  - pricing equipment

- Software may include:
  - menus
  - word processing
  - databases
  - electronic data interchange (E.D.I.)

- Systems used may include:
  - centrally based
  - store based
  - networked

- Applications and use of information technology systems may include:
  - point of sale operations
  - EFTPOS
  - credit cards
  - smart cards
  - loyalty cards
  - fly buys
  - credit checks granting of credit, loans
  - arrangement of credit for customer via a third party
  - customer details, records
  - financial details
  - pricing, price changes
  - store specials, suppliers deals (direct to store)
  - inventory control/stock losses
  - ordering of stock
  - stock transfers
  - staff productivity, scanning rates, sales volume
  - staff payroll (from staff log in and log out)
**Range of Variables (continued)**

- staff rosters
- sales reports
- individual/department/item sales performances
- profitability of lines/items

- Information to be entered may include:
  - price changes (manually or electronically)
  - staffing information
  - customer details/records including names, addresses, consumer information/profiles
  - stock records
  - stock transfers
  - orders

- Stock ordering/selling may include:
  - electronic cataloguing
  - use of multi-media
  - selling from computer screen
  - electronic data interchange (E.D.I.)
  - delivery management
  - use of internet facilities
  - suppliers using shopping pages to communicate information direct to customer

- System problems may relate to:
  - hardware faults, breakdowns
  - software
  - staff abilities/training
  - point of sale, eg. EFTPOS, credit facilities, cheque clearances
  - pricing variations

- Problems may be solved by:
  - routine procedures
  - manufacturers recommendations
  - lateral thinking
  - operator or manager
  - referral to specialist/expert

- Back up procedures may include:
  - zip drives
  - CD ROM
  - digital tape
  - floppy discs

- Relevant personnel may include:
  - store/area manager
  - supervisor
  - team leader
  - technical specialist
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures in regard to information technology systems including:
  - resolution of system faults
  - use and application of store credit and EFTPOS
  - reviewing and entering information on store system.
- Follows requirements of relevant legislation and statutory requirements including consumer law and credit procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to use and operation of store information technology systems including:
  - use and maintenance of hardware and software systems
  - solutions to problems/breakdowns
  - operation of equipment
- Relevant legislation and statutory requirements including:
  - consumer law
  - credit procedures
  - occupational health and safety
- Relevant industry codes of practice
- Store product and services range, including pricing structure
- Manufacturer specifications in regard to operation of hardware and software
- Software licensing specifications
- Techniques for problem solving

Skills in:

- Using store technology information systems
- Application and use of hardware and software
- Interpersonal communication skills
- Literacy and numeracy skills in regard to:
  - processing, recording and documenting information
EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Knowledge of store information technology systems will need to be conveyed to others.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on hardware and software will need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Editing and updating information requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when demonstrating information to others.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when using specific software packages.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when identifying problems at point of sale and establishing a suitable resolution.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied throughout this unit.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA5B can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Hardware and software instruction manuals
- Information technology system
- Relevant documentation, such as:
  - store/sample policies and procedures on management of information technology systems
  - legislation and statutory requirements
  - occupational health and safety requirements
  - industry codes of practice
WRRCS2B Apply point of sale handling procedures

This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Operate point of sale equipment</td>
<td>1.1 Point of sale equipment operated according to design specifications.</td>
</tr>
<tr>
<td></td>
<td>1.2 Point of sale terminal opened and closed according to store procedure.</td>
</tr>
<tr>
<td></td>
<td>1.3 Point of sale terminal cleared and tender transferred according to store procedure.</td>
</tr>
<tr>
<td></td>
<td>1.4 Cash handled according to store security procedures.</td>
</tr>
<tr>
<td></td>
<td>1.5 Supplies of change in point of sale terminal maintained according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.6 Active point of sale terminals attended according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.7 Records completed for transaction errors according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.</td>
</tr>
<tr>
<td></td>
<td>1.9 Customers informed of delays in the point of sales operation.</td>
</tr>
<tr>
<td></td>
<td>2.1 Point of sale transactions completed according to store policy.</td>
</tr>
<tr>
<td>2 Perform point of sale transactions</td>
<td>2.2 Store procedures identified and applied in respect of cash and non-cash transactions.</td>
</tr>
<tr>
<td></td>
<td>2.3 Store procedures identified and applied in regard to exchanges and returns.</td>
</tr>
<tr>
<td></td>
<td>2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.</td>
</tr>
</tbody>
</table>
ELEMENTS OF COMPETENCY | PERFORMANCE CRITERIA
---|---
2.5 Information entered into point of sale equipment accurately.
2.6 Price/total/amount of cash received stated verbally to customer.
2.7 Correct change tendered.

3 Complete sales
3.1 Customer order forms, invoices, receipts completed accurately.
3.2 Customer delivery requirements identified and processed accurately, without undue delay.
3.3 Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy.

4 Wrap and pack goods
4.1 Adequate supplies of wrapping material or bags maintained/requested.
4.2 Appropriate packaging material selected.
4.3 Merchandise wrapped neatly and effectively where required.
4.4 Items packed safely to avoid damage in transit, and labels attached where required.
4.5 Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.

RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - operation of point of sale equipment
  - security
  - sales transactions
  - handling techniques of stock
- Point of sale equipment may include:
  - cash registers
  - cash drawers
  - scanners
- Customer interactions may include:
  - greetings
  - price confirmation
  - delivery inquiries
  - reward point inquiries
  - regular and new customers
• routine or special requirements

• Transactions may include:
  • EFTPOS
  • cheques
  • Travellers cheques
  • credit cards/store cards
  • smart cards
  • lay-by
  • returns
  • exchanges
  • gift vouchers

• Packing and wrapping materials may include:
  • boxes
  • bags
  • paper
  • bubble wrap
  • gift wrapping

• Staff may include:
  • full time
  • casual
  • part time

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

• Consistently operates point of sale equipment according to manufacturer’s instructions and store policies and procedures.
• Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.
• Processes sales transaction information responsibly and accurately according to store policies and procedures.
• Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures in relation to:
  • customer service
  • point of sale transactions
  • allocated duties and responsibilities
  • exchanges and returns
  • handling, packing and wrapping of goods/merchandise

• The range of services provided by the store

• Stock availability

• Relevant legislation and statutory requirements including:
  • Trade Practices Act
  • consumer law
  • industry codes of practice
  • occupational health and safety

• Cash and non-cash handling procedures including:
  • opening and closing point of sale terminal
  • clearance of terminal and transference of tender
  • maintenance of cash float
  • tendering of change
  • counting cash
  • calculating non-cash documents
  • balancing point of sale equipment
  • recording takings
  • security of cash and non cash transactions
  • change required and denominations of change
**Evidence Guide (continued)**

- Functions and procedures for operating point of sale equipment including:
  - registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners

Skills in:
- Following set routines and procedures
- Verbal and non verbal communication
- Questioning and active listening
- Dealing with different types of transactions
- Wrapping and packing techniques
- Store bag checking procedures
- Merchandise handling techniques
- Literacy skills in regard to written sales and delivery documentation
- Numeracy skills in regard to rendering change

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>By communicating with the customer in relation to the amount owed and identifying delivery requirements.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>By identifying customer requirements in relation to picking up parcels or having them delivered and to where.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>By organising the wrapping and packaging of goods and maintaining adequate supplies.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>This skill may not be applicable to this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Organising delivery and packaging goods will require problem solving skills.</td>
<td>1</td>
</tr>
</tbody>
</table>
How can the use of technology be applied?

Using various point of sale equipment requires the use of technology.

1

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.
It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.
Unit WRRC2B can be assessed with the following units:
WRRLP2B Minimise theft
WRRC3B Interact with customers
WRRI1B Perform stock control procedures
WRRF1B Balance the register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A real or simulated work environment
• Relevant documentation, such as:
  • stock/inventory/price lists
  • financial transaction dockets/slips
  • lay by/credit/product return slips
  • store policy and procedures manuals
• A range of point of sale equipment
WRRCS3B Interact with customers

This unit encompasses the skills, knowledge and attitudes required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify customers special requirements.

ELEMENTS OF COMPETENCY    PERFORMANCE CRITERIA

1  Deliver service to customers

1.1 Communication with customers conducted in a professional, courteous manner, according to store policy.

1.2 Customer needs and reasonable requests met or referred to supervisor according to store policy or legislative requirements.

1.3 Customer details and information recorded where necessary.

1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.

1.5 Opportunities to deliver additional levels of service beyond the customer’s immediate request recognised and acted upon.

1.6 Contact with customer maintained until sale is completed according to store policy.

1.7 Customer farewelled appropriately and courteously according to store policy.

1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery.

1.9 Repeat customers encouraged by promotion of appropriate services or products according to store policy.

1.10 Customer returns or refunds processed according to store policy and procedures.
<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Respond to customer complaints</td>
<td>2.1 Positive helpful attitude conveyed to customers when handling complaints.</td>
</tr>
<tr>
<td></td>
<td>2.2 Complaints handled sensitively, courteously and with discretion.</td>
</tr>
<tr>
<td></td>
<td>2.3 Nature of complaint established by active listening and questioning and confirmed with the customer.</td>
</tr>
<tr>
<td></td>
<td>2.4 Action taken to resolve complaint to customers’ satisfaction wherever possible.</td>
</tr>
<tr>
<td></td>
<td>2.5 Unresolved customer dissatisfaction or complaints promptly referred to supervisor.</td>
</tr>
<tr>
<td></td>
<td>2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.</td>
</tr>
<tr>
<td></td>
<td>2.7 Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
</tr>
<tr>
<td></td>
<td>2.8 Follow up action taken as necessary to ensure customer satisfaction.</td>
</tr>
<tr>
<td>3 Receive and process sales orders</td>
<td>3.1 Customers’ details and information recorded accurately.</td>
</tr>
<tr>
<td></td>
<td>3.2 Customers promptly referred to appropriate area as required.</td>
</tr>
<tr>
<td></td>
<td>3.3 Customers provided with information in clear, concise manner.</td>
</tr>
<tr>
<td></td>
<td>3.4 Sales orders processed, recorded and acted upon according to store policy.</td>
</tr>
<tr>
<td>4 Identify customers special requirements</td>
<td>4.1 Customers with special needs or requirements identified promptly by observation and questioning.</td>
</tr>
<tr>
<td></td>
<td>4.2 A willingness to assist conveyed verbally and non-verbally.</td>
</tr>
<tr>
<td></td>
<td>4.3 Customers’ needs promptly serviced, referred or redirected as required.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - processing sales orders

- Customers may include:
  - regular and new customers
  - people from a range of social, cultural, ethnic backgrounds and physical and mental abilities
  - people with a routine or special requests

- Sales orders may be in:
  - verbal
  - written
  - electronic form

- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of X and R rated products
  - sale of second hand goods
  - trading hours
  - transport, storage and handling of goods
  - sale of X and R rated products

- Customer service may include:
  - all store activities
  - internal and external customers
  - follow up in event of delays in service provision

- Customer needs may include:
  - information regarding store facilities and services
  - location of specific items within the store
  - returns or refunds
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service.
- Provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure.
- Accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies.
- Uses effective questioning/active listening and observation skills to identify customers’ special requirements.
- Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.
- Collaboratively works within a team to meet customers’ needs.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - customer service
  - dealing with difficult customers
  - handling and recording complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay by/gift voucher/rain check procedures
- Merchandise and service range of store departments
- Location of store departments
- Functions and procedures for operating the store telephone system and other communication equipment and the relevant numbers
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Questioning/active listening
- Conflict resolution
- Following set routines and procedures
- Handling difficult or abusive customers
EVIDENCE GUIDE (CONTINUED)

Skills in:

- Greeting/farewelling techniques
- Add on selling concepts
- Literacy skills in the following areas:
  - written procedures for orders, in person, by telephone or electric format
  - message taking in person or by telephone
  - written record of complaints
  - sales, stock and delivery documentation
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Delivering service to customers requires ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Dealing with customer complaints requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Receiving and processing sales orders requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Referring customers to relevant personnel will require team work to be applied.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Processing sales orders will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Dealing with customer complaints will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS3B can be assessed with the following units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRRI1B</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance the register/terminal</td>
</tr>
</tbody>
</table>

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace

• A simulated role play

• Third party reports from a supervisor

• Customer feedback

• Answers to questions about specific skills and knowledge
Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - sales order forms
  - complaint/return forms
  - stock/inventory/price lists
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- Point of sale equipment and materials
- A communication system or a range of communication equipment
WRRF1B Balance register/terminal

This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

**ELEMENTS OF COMPETENCY**

**PERFORMANCE CRITERIA**

1. **Remove takings from register/terminal**
   1.1 Register/terminal balance performed at designated times according to store policy and procedures.
   1.2 Cash float separated from takings prior to balancing procedure and secured according to store policy.
   1.3 Change supplied to register/terminal according to store policy.
   1.4 Register/terminal reading or print out accurately determined.
   1.5 Cash and non-cash documents removed and transported according to store security policies and procedures.

2. **Reconcile takings**
   2.1 Cash counted accurately.
   2.2 Non-cash documents calculated accurately.
   2.3 Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.
   2.4 Records for store and individual department takings recorded accurately and according to store policy.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - register/terminal balance
  - security

- Register/terminals may be:
  - manual
  - electronic

- Non-cash transactions may include:
  - credit cards
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (C.O.D.)
  - customer refunds
  - customer credit ratings

- Register/terminals may be cleared by:
  - operator
  - specialist staff
  - at intervals during or at close of trading
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates register/terminal equipment according to manufacturers’ instructions and store policy.
- Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.
- Consistently applies store policies and procedures in regard to reading registers and recording information.
- Processes documentation/records responsibly and according to store policies and procedures.
- Reconciles takings according to store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - cash float
  - operation of equipment used at register/terminal
- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credit and returns
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Completing tasks in a set time frame
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
  - counting cash
  - calculating non-cash transactions
  - reporting on takings

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Errors in readings may need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Reconciling takings requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when establishing individual and store department takings.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be required when balancing register/terminal.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied through using the register/terminal.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF1B can be assessed with the following units:

WRRCS2B Apply point of sale handling procedures
WRRLP2B Minimise theft
WRRC3B Interact with customers
WRRI1B Perform stock control procedures

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge
Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - financial transaction dockets/slips/invoices
  - sample debit, credit card vouchers
  - recording/tally sheets
  - store policy and procedure manuals in regard to register/terminal balance
- Register/terminal and related equipment
# WRRF2B Perform retail finance duties

This unit encompasses the skills, knowledge and attitudes required to perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

## ELEMENTS OF COMPETENCY  PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Process petty cash transactions</td>
<td>1.1 Petty cash claims checked for approval, accuracy and authenticity before processing.</td>
</tr>
<tr>
<td></td>
<td>1.2 Transactions balanced and checked according to store policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 Irregularities noted and referred to relevant personnel for resolution.</td>
</tr>
<tr>
<td></td>
<td>1.4 Petty cash transactions processed and recorded within designated time limits.</td>
</tr>
<tr>
<td>2 Prepare banking documents</td>
<td>2.1 Cashbook entries balanced against record of takings.</td>
</tr>
<tr>
<td></td>
<td>2.2 Deposit entries accurately compiled and balanced.</td>
</tr>
<tr>
<td></td>
<td>2.3 Cash and non-cash transactions listed on banking deposit forms in accordance with the banking institution’s guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.4 In-store credit systems processed according to store policy.</td>
</tr>
<tr>
<td>3 Process non-cash transactions</td>
<td>3.1 Credit card transactions balanced and presented to relevant personnel for checking.</td>
</tr>
<tr>
<td></td>
<td>3.2 Irregularities noted and referred to relevant personnel for resolution.</td>
</tr>
<tr>
<td>4 Reconcile invoices for payment to creditors</td>
<td>4.1 Discrepancies between invoices and delivery and delivery notes identified and reported to relevant personnel/section for resolution.</td>
</tr>
<tr>
<td></td>
<td>4.2 Errors in invoice charges identified and reported to relevant personnel/section for correction/resolution.</td>
</tr>
<tr>
<td></td>
<td>4.3 Discrepancies and errors rectified, as directed.</td>
</tr>
<tr>
<td></td>
<td>4.4 Corrected and authorised invoices processed for payment within designated time limits.</td>
</tr>
<tr>
<td></td>
<td>4.5 Creditor inquiries resolved and/or referred to relevant personnel/section for resolution.</td>
</tr>
</tbody>
</table>
5 Prepare invoices for debtors

5.1 Preparatory calculations performed to produce accurate customer invoices.
5.2 Relevant documentation completed to ensure accuracy of contents.
5.3 Documents distributed to relevant personnel/section for certification prior to being dispatched.
5.4 Verified documents dispatched within designated time limits.
5.5 Documents copied and filed for auditing purposes.

**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store financial systems

- Financial recording systems may be:
  - manual
  - electronic

- Business source documents used may include:
  - purchase requisitions
  - purchase orders
  - invoices
  - receipts
  - delivery dockets/receipts
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books

- Non-cash transactions may include:
  - credit cards
  - customer credit ratings
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (C.O.D.)
  - customer refunds
• Relevant personnel may include:
  • manager
  • supervisor
  • team leader

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

• Consistently applies store policies and procedures, in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies.

• Consistently and responsibly applies skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with store policies and procedures.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures in regard to:
  • register/terminal balance
  • cash and non-cash transactions security
  • petty cash
  • cash balances
  • banking procedures
  • purchase requisitions/orders
  • issuing of receipts
  • delivery dockets
  • credit notes
  • statements
  • remittance advices
  • cash register rolls
  • deposit books
  • change required and denomination of change
  • operation of equipment used at register/terminal
  • processing delivery and delivery document discrepancies
  • invoicing procedures for debtors and creditors

• Payment/invoice procedures including Goods and Services Tax (GST) requirements

• Cash and non-cash handling procedures, including:
  • opening and closing point of sale terminal
  • clearance of terminal and transference of tender
  • maintenance of cash balances
EVIDENCE GUIDE (CONTINUED)

- counting cash
- calculating non-cash documents
- customer credit ratings
- balancing point of sale terminal
- recording takings
- security of cash and non-cash transactions
- change required and denominations of change
- EFTPOS/credit cards
- processing of cheques
- gift vouchers/lay by
- cash on delivery (COD)
- lay-by
- credits and returns
- customer refunds

Skills in:

- Completing tasks in set timeframes
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
  - processing petty cash transactions
  - balancing cashbook entries and takings

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Irregularities in petty cask transactions need to be referred to relevant personnel for resolution.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Preparing banking documents requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Processing petty cash transactions requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when referring irregularities to others.</td>
<td>1</td>
</tr>
</tbody>
</table>
**EVIDENCE GUIDE (CONTINUED)**

| How can the use of mathematical ideas and techniques be applied? | Mathematical ideas and techniques will be applied when processing petty cash transactions. | 1 |
| How can problem solving skills be applied? | Problem solving skills will be applied when identifying discrepancies between invoices and delivery. | 1 |
| How can the use of technology be applied? | The use of technology will be applied when processing in-store credit systems. | 1 |

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF2B can be assessed with the following units:

- WRRCA2B  Apply retail office procedures
- WRRCA3B  Apply retail office keyboard skills
Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - financial transaction dockets/slips/invoices
  - banking deposit forms
- EFTPOS facilities and equipment
- Registers and related equipment
WRRF3B Produce financial reports

This unit encompasses the skills, knowledge and attitudes required to produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments/takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

**Elements of Competency**

**Performance Criteria**

1. **Enter payment summaries into journals**
   - 1.1 Payment documents filled out identifying relevant details.
   - 1.2 Payment documents checked for authenticity of claim.
   - 1.3 Payment documents balanced on a routine basis.

2. **Reconcile accounts to balance**
   - 2.1 Discrepancies between transaction documentation and account balances identified.
   - 2.2 Errors in documentation rectified.
   - 2.3 Data recorded on nominated system within designated time limits.

3. **Prepare bank reconciliations**
   - 3.1 Deposit entries and cash payment summaries checked for accuracy against bank statements.
   - 3.2 Discrepancies noted and resolved.
   - 3.3 Regular reconciliation reports produced within designated time limits to provide data for preparation of trial balance.
   - 3.4 Pay-in documentation completed accurately.
   - 3.5 All transaction calculations balanced accurately.

4. **Receive and document payments/takings**
   - 4.1 Cash is correctly counted and correct change given, if applicable.
   - 4.2 Cheque and credit card payments are verified with the relevant personnel/department prior to acceptance.
   - 4.3 Receipts are accurately completed and issued.
<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5   Dispatch statements to debtors and follow up outstanding accounts</td>
<td>5.1 Debtor statements checked for accuracy of contents.</td>
</tr>
<tr>
<td></td>
<td>5.2 Any noted discrepancies rectified accurately.</td>
</tr>
<tr>
<td></td>
<td>5.3 Debtor statements dispatched within designated time limits.</td>
</tr>
<tr>
<td></td>
<td>5.4 Outstanding accounts collected within designated credit periods.</td>
</tr>
<tr>
<td></td>
<td>5.5 Credit terms reviewed and controlled to ensure payment within designated time limits.</td>
</tr>
<tr>
<td></td>
<td>5.6 Debtors ledger accurately maintained to reflect current situation.</td>
</tr>
<tr>
<td></td>
<td>5.7 Customer credit terms reviewed when indicated according to store policy.</td>
</tr>
<tr>
<td>6   Dispatch payments to creditors</td>
<td>6.1 Payment documentation prepared by others checked for accuracy of information and dispatched to creditors within designated time limits.</td>
</tr>
<tr>
<td></td>
<td>6.2 Creditors’ statements reconciled with accounting records.</td>
</tr>
<tr>
<td></td>
<td>6.3 Relevant data input into creditors’ ledger.</td>
</tr>
<tr>
<td></td>
<td>6.4 General ledger reconciled against accounting records.</td>
</tr>
<tr>
<td>7   Prepare financial reports</td>
<td>7.1 Purpose of the report clarified with relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>7.2 Relevant data identified and obtained from nominated internal and/or external sources.</td>
</tr>
<tr>
<td></td>
<td>7.3 Nominated internal records updated to show current status of financial report.</td>
</tr>
<tr>
<td></td>
<td>7.4 Data transcribed onto nominated form and in the authorised manner.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - financial systems
  - reconciling accounts

- Nominated system may include:
  - recording
  - documenting
  - reporting systems
  - accounting

- Systems may be:
  - manual
  - electronic

- Transactions may include:
  - cash
  - cheque
  - credit card
  - EFTPOS
  - store card
  - Internet payments
  - lay by

- Relevant personnel may include:
  - supervisor
  - team leader
  - manager
**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to producing financial reports.
- Consistently applies store policies and procedures in regard to handling cash.
- Consistently applies store policies and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trail balances.
- Consistently applies store policies and procedures in regard to receiving, recording and dispatching to debtors and creditors.
- Applies follow up procedures for outstanding accounts.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions/orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register/terminal
  - processing delivery and delivery document discrepancies
  - invoicing procedures for debtors and creditors
  - register/terminal balance
  - Payment/invoice procedures including Goods and Services Tax (GST) requirements
  - Relevant legislation and statutory requirements
EVIDENCE GUIDE (CONTINUED)

- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credits and returns

Skills in:

- Literacy skills in regard to:
  - interpreting documentation
- Report writing
- Numeracy skills in regard to:
  - reconciling accounts
  - counting cash
  - calculating non-cash transactions
  - reporting on takings

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Financial reports will need to be communicated to others.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Preparing bank reconciliations requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Preparing financial reports requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when clarifying reports with others.</td>
<td>1</td>
</tr>
</tbody>
</table>
**EVIDENCE GUIDE (CONTINUED)**

<table>
<thead>
<tr>
<th>How can the use of mathematical ideas and techniques be applied?</th>
<th>The use of mathematical ideas and techniques will be applied when balancing transactions and preparing bank reconciliations.</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when rectifying any discrepancies in accounts.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when updating records and preparing financial reports.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF3B can be assessed with other units which make up a particular job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge
Resources Required

- A retail work environment
- Relevant documentation, such as:
  - financial transaction dockets/slips/invoices
  - recording/tally sheets
  - store policy and procedures manuals
- Recording, documenting and filing systems
- Registers and related equipment including EFTPOS facilities/equipment
WRRI1B Perform stock control procedures

This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

**Elements of Competency**

| 1 | Receive and process incoming goods | 1.1 | Cleanliness and orderliness in receiving bay maintained according to store policy. |
|   |                                 | 1.2 | Goods unpacked using correct techniques and equipment in line with store policy. |
|   |                                 | 1.3 | Packing materials removed and disposed of promptly according to store policy. |
|   |                                 | 1.4 | Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy. |
|   |                                 | 1.5 | Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy. |
|   |                                 | 1.6 | Stock levels accurately recorded on store stock systems, according to store policy. |
|   |                                 | 1.7 | Secure storage of goods arranged according to store policy and legislative requirements. |
|   |                                 | 1.8 | Stock dispatched to appropriate area/department. |
|   |                                 | 1.9 | Stock price and code labels applied when required according to store policy. |

<p>| 2 | Rotate stock | 2.1 | Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy. |
|   |             | 2.2 | Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements. |
|   |             | 2.3 | Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements. |</p>
<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  Participate in stocktake</td>
<td>3.1  Stocktaking and cyclical counts assisted with, according to store policy/procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2  Stock records documentation completed according to store stock control system.</td>
</tr>
<tr>
<td></td>
<td>3.3  Discrepancies in stock recorded and reported to relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>3.4  Electronic recording equipment operated and maintained according to manufacturer’s specifications.</td>
</tr>
<tr>
<td>4  Reorder stock</td>
<td>4.1  Minimum stock levels identified according to store policy.</td>
</tr>
<tr>
<td></td>
<td>4.2  Stock requisition forms or electronic orders completed accurately.</td>
</tr>
<tr>
<td></td>
<td>4.3  Undelivered stock orders identified on stock system and followed up without undue delay.</td>
</tr>
<tr>
<td>5  Dispatch goods</td>
<td>5.1  Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.</td>
</tr>
<tr>
<td></td>
<td>5.2  Credit request documentation completed according to store procedure.</td>
</tr>
<tr>
<td></td>
<td>5.3  Goods stored securely while awaiting dispatch.</td>
</tr>
<tr>
<td></td>
<td>5.4  Delivery documentation completed according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>5.5  Special delivery instructions noted.</td>
</tr>
<tr>
<td></td>
<td>5.6  Items packed safely and securely to avoid damage in transit.</td>
</tr>
</tbody>
</table>
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - stock control
  - dispatch

- Stock recording may be:
  - manual
  - electronic

- Stocktakes may be:
  - cyclical
  - compliance driven

- Store stock control may include:
  - checking incoming or existing stock
  - special orders

- Stock may be moved:
  - manually
  - mechanically

- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice

- Reporting of faults may involve:
  - telephone
  - fax
  - email
  - letter
  - face to face

- Legislative requirements may include:
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods

- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers’ instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
- Reporting faults and problems
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety regulations
Skills in:
- Following set routine sand procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
  - stock records and delivery documentation

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Reordering stock may require ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying stock levels and reordering requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be applied when undertaking stocktake procedures.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills may be applied when identifying excess stock and determining storage or return of items.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may be applied when recording stock and reporting faults and problems.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI1B can be assessed with the following units:

WRRCS2B  Apply point of sale handling techniques
WRRLP2B  Minimise theft
WRRC3B  Interact with customers
WRRF1B  Balance the register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace

• Third party reports from a supervisor

• Customer feedback

• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment

• Access to relevant equipment including
  • stock moving equipment
  • manual and electronic labelling/ticketing equipment
  • computers/stock recording equipment

• Relevant documentation, such as:
  • invoices/packing slips/dispatch documents/order forms
  • recording/tally sheets
  • store policy and procedures manuals
  • occupational health and safety regulations
  • legislation and statutory requirements
  • industry codes of practice
WRRI4B Buy merchandise

This unit requires the competencies to buy merchandise in a retail environment. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.

**ELEMENTS OF COMPETENCY**

**PERFORMANCE CRITERIA**

1. **Analyse market**
   1.1 Store marketing policies analysed and identified.
   1.2 Customer requirements monitored formally and informally in order to evaluate market trends and customer needs.
   1.3 New products and services researched.
   1.4 Opportunities to improve sales identified, evaluated, implemented and reviewed.
   1.5 Merchandise range monitored to identify the demand for individual items and seasonal variations.
   1.6 Market competition monitored.

2. **Plan product range**
   2.1 Buying plan developed and implemented in accordance with store policies and procedures.
   2.2 Future directions for merchandise ranges determined according to store policies.
   2.3 Relevant staff liaised with to coordinate promotional and marketing activities.
   2.4 Store/department sales figures analysed to determine contribution rates of product lines.
   2.5 Investment levels determined with reference to previous years’ sales figures, predicted demand and projected gross profit.
   2.6 Contribution improvement opportunities identified and acted upon.
   2.7 Store/department space requirements and brand product mix determined according to store policy.
   2.8 Stock levels determined according to peak seasons, special events and supplier’s lead time.
   2.9 Stock range and sources of supply analysed, evaluated and amended according to management, staff and customer feedback.
3 Establish supplier relations

3.1 Cooperative relationships with supplier representatives developed according to store policy.

3.2 Existing suppliers continuously reviewed in regard to quality, profitability, service and delivery status.

3.3 New suppliers identified and existing suppliers deleted according to performance indicators.

4 Negotiate supply of goods

4.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.

4.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.

4.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

4.4 Market factors affecting supply identified and communicated to relevant personnel.

4.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines.

4.6 Immediate corrective action taken where potential or actual problems with supply indicated.

4.7 New suppliers identified and developed to maintain and improve sales and service delivery.

4.8 Stock range and source of supply analysed, evaluated and amended according to management, staff and customer feedback.

5 Monitor quality control

5.1 Merchandise quality standards established with suppliers according to legal requirements, customer requirements and store policy.

5.2 Quality of merchandise monitored and ensured during supply, manufacture and delivery processes.

5.3 Stock return figures recorded and analysed against target figure.
## Elements of Competency

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Introduce product range</td>
</tr>
<tr>
<td>6.1</td>
<td>Relevant personnel informed of new product ranges and advised on preferred location of merchandise.</td>
</tr>
<tr>
<td>6.2</td>
<td>Staff training in product knowledge implemented to introduce product range.</td>
</tr>
<tr>
<td>6.3</td>
<td>New ranges demonstrated/displayed to staff according to store merchandising plan.</td>
</tr>
<tr>
<td>7</td>
<td>Maximise profit</td>
</tr>
<tr>
<td>7.1</td>
<td>Individual product range contributions are calculated/estimated against budget/targets.</td>
</tr>
<tr>
<td>7.2</td>
<td>Product range assessment checks developed and implemented against budget/targets.</td>
</tr>
<tr>
<td>7.3</td>
<td>Overall selling space contributions calculated/estimated according to store merchandising plan.</td>
</tr>
<tr>
<td>7.4</td>
<td>Profit margins maximised in negotiations with suppliers.</td>
</tr>
<tr>
<td>7.5</td>
<td>Store pricing policies determined, according to stated net profit margin in store merchandising plan and consumer law.</td>
</tr>
<tr>
<td>7.6</td>
<td>Specifications for terms of trade negotiated.</td>
</tr>
<tr>
<td>8</td>
<td>Rationalise stock</td>
</tr>
<tr>
<td>8.1</td>
<td>Stock range reviewed and updated at regular intervals.</td>
</tr>
<tr>
<td>8.2</td>
<td>Stock lines to be deleted identified and action taken to minimise adverse effect on profit.</td>
</tr>
<tr>
<td>8.3</td>
<td>Stock consolidated as required to maximise sales potential.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store merchandise and marketing policies which may include:
  - store culture
  - current market position
  - target market

- Product range may include:
  - existing stock
  - new stock

- Monitoring customer requirements may include:
  - questionnaires
  - surveys
  - observation

- Researching products and services may include:
  - Internet
  - brochures/leaflets
  - product seminars

- Market factors affecting supply may include:
  - fashion trends
  - product availability
  - sales performance

- Negotiation process may include:
  - face to face
  - correspondence
  - meetings
  - telephone or electronic media

- Stock consolidation may include:
  - movement of stock between departments or stores

- Pricing arrangements may include:
  - cash on delivery (COD)
  - cheque/credit card
  - invoice
  - Goods and Services Tax (GST)
RANGE OF VARIABLES (CONTINUED)

- Reasons for deletion of stock lines may include:
  - changes in store policy/culture
  - sales performance
  - customer requirements
  - fashion trends
  - product availability
  - problems with supply

- Specifications for terms of trade may include:
  - special buys
  - payment terms
  - promotional deals with supplier

- Performance indicators may include:
  - price
  - quality
  - performance
  - supply reliability
  - merchandise range

- Relevant personnel may include:
  - staff
  - area/store manager
  - supervisor
  - team leader

- Legal requirements may include:
  - sale of second hand goods
  - Trade Practices and Fair Trading Acts
  - license, patent or copyright arrangements
  - pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)

- Staff training may include:
  - on the job
  - off the job
  - one on one coaching
  - any combination of the above
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies.
- Applies market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control, according to the range of variables.
- Accurately interprets market trends and applies these to the store situation to create opportunities to improve sales and services, while maximising profits.
- Analyses market and plans the introduction of a product and service range.
- Identifies suppliers, negotiates supply of goods, rationalises stock and monitors quality control.
- Trains/communicates information to and from staff/team members, in regard to stock and merchandise and service range.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - marketing
  - buying
  - profit margins
  - quality control
  - stock/inventory levels - current and future
  - stock location/allocated areas
  - staff product knowledge training

- Industry/store, including:
  - market needs
  - range of merchandise available
  - market competition
  - existing and possible new suppliers
  - channels of distribution

- Relevant legislation and statutory requirements

- Relevant industry codes of practice

- Pricing procedures including Goods and Services Tax (GST) requirements
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Evaluating and analysing:
  - market trends and projections
  - sales figures and investment levels
  - space requirements
- Negotiation skills
- Interpersonal communication skills including:
  - coaching
  - giving feedback
  - questioning/listening/observation
  - verbal and non-verbal communication
- Group presentation skills
- Report writing
- Using and applying technology, including electronic data interchange
- Literacy and numeracy skills in relation to:
  - developing pricing policies
  - calculating/estimating product range contributions
  - analysing stock figures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Introducing product range and informing relevant personnel requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on new product range will need to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying new and existing suppliers requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be required when informing and training staff members.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be required when analysing stock figures.</td>
<td>3</td>
</tr>
</tbody>
</table>
### Evidence Guide (continued)

| How can **problem solving skills** be applied? | Problem solving skills will be required when analysing, evaluating and amending stock range and sources of supply. | 3 |
| How can the **use of technology** be applied? | The use of technology will be applied when keeping records. | 3 |

### Context of Assessment

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI4B can be assessed with other units which make up a specific job function.

**Evidence gathering methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge
Resources required

- A retail work environment
- Access to relevant information and documentation, including:
  - store policy and procedures
  - legislation and statutory requirements
  - industry codes of practice
  - merchandise/supplier data
**WRRi5A Maintain and order stock**

This unit encompasses the competencies required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monitor receipt and dispatch of goods</td>
<td>1.1 Responsibility for receipt and dispatch of goods delegated to appropriate staff.</td>
</tr>
<tr>
<td></td>
<td>1.2 Store procedures implemented in regard to receipt, dispatch and secure storage of goods.</td>
</tr>
<tr>
<td></td>
<td>1.3 Staff functions observed to ensure store procedures are followed and documentation is completed correctly.</td>
</tr>
<tr>
<td></td>
<td>1.4 Store procedures implemented to ensure goods inspected for quantity and quality on receipt.</td>
</tr>
<tr>
<td></td>
<td>1.5 Variations to quantity and quality of delivered goods acted upon according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.6 Safe handling and storage of goods supervised in line with store policy.</td>
</tr>
<tr>
<td>2 Maintain stock records</td>
<td>2.1 Stock levels monitored and maintained at required levels.</td>
</tr>
<tr>
<td></td>
<td>2.2 Stock reorder cycles maintained, monitored and adjusted as required.</td>
</tr>
<tr>
<td></td>
<td>2.3 Team members informed of their individual responsibilities in regard to recording of stock.</td>
</tr>
<tr>
<td></td>
<td>2.4 Stock storage and movement records maintained in line with store policy.</td>
</tr>
<tr>
<td></td>
<td>2.5 Stock discrepancies recorded and procedures followed according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.6 Stock performance monitored and fast/slow selling items identified and reported according to store policy.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3</td>
<td>Coordinate stocktake/cyclical count</td>
</tr>
<tr>
<td>3.1</td>
<td>Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.</td>
</tr>
<tr>
<td>3.2</td>
<td>Staff rostered according to allocated budget and time constraints.</td>
</tr>
<tr>
<td>3.3</td>
<td>Stocktaking tasks allocated to individual team members.</td>
</tr>
<tr>
<td>3.4</td>
<td>Team members provided with clear directions for the performance of each task.</td>
</tr>
<tr>
<td>3.5</td>
<td>Team members allocated to ensure effective use of staff resources to complete task.</td>
</tr>
<tr>
<td>3.6</td>
<td>Accurate reports on stocktake data, including discrepancies produced for management.</td>
</tr>
<tr>
<td>4</td>
<td>Identify stock losses</td>
</tr>
<tr>
<td>4.1</td>
<td>Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.</td>
</tr>
<tr>
<td>4.2</td>
<td>Avoidable losses identified and reasons established.</td>
</tr>
<tr>
<td>4.3</td>
<td>Possible solutions recommended and implemented.</td>
</tr>
<tr>
<td>5</td>
<td>Process order</td>
</tr>
<tr>
<td>5.1</td>
<td>Orders for stock processed/raised as requested according to store policies and procedures.</td>
</tr>
<tr>
<td>5.2</td>
<td>Ordering and recording system accurately maintained.</td>
</tr>
<tr>
<td>5.3</td>
<td>Availability of sample range ensured according to buying plan.</td>
</tr>
<tr>
<td>5.4</td>
<td>Pricing materials ordered as required.</td>
</tr>
<tr>
<td>5.5</td>
<td>Negotiated purchase and supply agreements recorded accurately and filed for retrieval.</td>
</tr>
<tr>
<td>6</td>
<td>Follow up order</td>
</tr>
<tr>
<td>6.1</td>
<td>Delivery process monitored to meet agreed deadlines.</td>
</tr>
<tr>
<td>6.2</td>
<td>Routine supply problems handled or referred to management as required by store policy.</td>
</tr>
<tr>
<td>6.3</td>
<td>Continuous liaison with buyers, store/departments, warehouse and suppliers to ensure continuity of supply.</td>
</tr>
<tr>
<td>6.4</td>
<td>Stock distributed according to store/department allocation.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - Stock control
  - stock control system
  - recording procedures
  - procedures for investigating discrepancies
  - store merchandise and marketing
  - pricing, labelling and packaging requirements
  - quality control policies and procedures

- Ordering and recording systems may be:
  - Manual
  - electronic

- Stock transfers may involve:
  - inter and intra store/department

- Suppliers may include:
  - existing contacts
  - new contacts
  - local suppliers
  - overseas supplies

- Reporting of faults may be achieved by:
  - fax
  - telephone
  - email
  - letter
  - verbally

- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice

- Staff rostering requirements may include:
  - varying levels of staff training
  - staffing levels
  - routine or busy trading conditions
  - full time, part time or casual staff
  - range of staff responsibilities

- Reports for management may include:
  - financial reports
  - business documents
  - informal reports
  - stocktake reports
**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently implements and monitors store policy/procedures regarding receipt, dispatch and secure storage of goods.
- Regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods.
- Monitors stock levels, movement and reorder cycles on a regular basis.
- Organises and coordinates stock take, according to store policy and procedures.
- Consistently raises/processes stock orders and maintains record system according to store policies and procedures.
- Monitors delivery processes and distributes stock to ensure continuity of supply.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store merchandising system
  - current and future stock levels
  - bar codes
  - labels
  - price tags
  - store stock recording system
  - stock replenishment/reorder procedures
  - inter and intra store/department transfers
  - reporting of stock discrepancies/damage
  - identifying and recording stock losses
  - identifying and recording discrepancies
  - existing suppliers
  - quality control procedures and requirements
  - receipt and dispatch of goods including inspection for quality and quantity
- Relevant licensing requirements for moving stock mechanically
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety legislation/regulations/codes of practice
- Principles and techniques for interpersonal communication skills
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Store stocktaking systems
- Use of electronic recording equipment
- Interpersonal communication skills
- Time management
- Negotiation skills
- Report preparation and presentation
- Literacy and numeracy skills in regard to:
  - stock control reports and documentation
  - processing orders
  - maintaining delivery and supply records
  - stock distribution records
  - maintaining stock ordering and recording systems

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be</td>
<td>By informing staff of relevant roles and responsibilities for monitoring and ordering</td>
<td>2</td>
</tr>
<tr>
<td>applied?</td>
<td>stock.</td>
<td></td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Monitoring stock levels and processing orders will require information to be collected,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>analysed and organised.</td>
<td></td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>By implementing procedures for receipting, dispatching and storing goods.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Directing and allocating team members in particular roles and responsibilities requires</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>team work.</td>
<td></td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be</td>
<td>Processing orders and maintaining stock levels requires the use of mathematical ideas</td>
<td>2</td>
</tr>
<tr>
<td>applied?</td>
<td>and techniques.</td>
<td></td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

| How can problem solving skills be applied? | Assessing stock losses and developing solutions requires problem solving skills. | 2 |
| How can the use of technology be applied? | Ordering and recording stock requires the use of technology. | 2 |

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRR15A can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge
Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures for receipt and dispatch of goods
  - store procedures for stocktake
  - occupational health and safety legislation/regulations/codes of practice
  - industry codes of practice
  - legislation and statutory requirements
  - store merchandising and marketing policy and procedures
  - inter and intra store/department transfer procedures
  - store quality control procedures and requirements
WRRLP2B Minimise theft

This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply routine store security</td>
<td>1.1 Store security systems and procedures applied according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Cash handled and secured according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Suspect behaviour by customers observed and dealt with according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Internal and external theft dealt with according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.5 Products and equipment stored in a secure manner.</td>
</tr>
<tr>
<td>2 Minimise theft</td>
<td>2.1 Appropriate action taken to minimise theft by applying store procedures.</td>
</tr>
<tr>
<td></td>
<td>2.2 Merchandise matched to correct price tags.</td>
</tr>
<tr>
<td></td>
<td>2.3 Surveillance of merchandise maintained according to store policy and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Customers’ bags checked as required at point of sale according to store policy and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.5 Security of cash, cash register and keys maintained according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.7 Suspected or potential thieves dealt with according to store policy and procedures.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - security
  - surveillance of merchandise

- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up

- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas

- Legal requirements may include:
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.
- Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.
- Monitors stock, work area, customers and staff to minimise opportunities for theft.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - checking customers’ bags and purchases
  - reporting problems and faults
- Relevant legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases
- Trade Practices and Fair Trading Acts
- Store merchandising system
- Security procedures relating to cash and non-cash transactions
- Location and operation of store security equipment
- Reporting procedures for external/internal theft or suspicious circumstances

Skills in:

- Literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft
EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information of security systems needs to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Checking customer bags may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when identifying suspect customer behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving may be required when dealing with theft.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Use of technology may be required when reporting and recording theft.</td>
<td>1</td>
</tr>
</tbody>
</table>

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP2B can be assessed with the following units:
WRRC2B  Apply point of sale handling procedures
WRRC3B  Interact with customers
WRRI1B  Perform stock control procedures
WRKF1B  Balance the register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated work environment
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- Relevant security equipment
- Point of sale equipment
WRRLP3B Maintain store safety

This unit is based on the National Occupational Health and Safety Commission (NOHSC) Guidelines and encompasses the competencies required to maintain store safety in a retail environment. It involves informing and involving team members, monitoring and maintaining a safe working environment, implementing emergency procedures, identifying the need for occupational health and safety training and maintaining occupational health and safety records.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Inform team members</td>
<td>1.1 Store policies and procedures in regard to occupational health and safety and emergency procedures clearly and accurately explained to team members.</td>
</tr>
<tr>
<td></td>
<td>1.2 Team members given access to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Relevant provisions of occupational health and safety legislation and codes clearly and accurately explained to team members.</td>
</tr>
<tr>
<td></td>
<td>1.4 Information on identified hazards and risk control procedures regularly provided and clearly and accurately explained to team members.</td>
</tr>
<tr>
<td>2 Involve team members</td>
<td>2.1 Provide opportunities and processes for team members to consult and contribute on occupational health and safety issues according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.2 Issues raised are resolved promptly or referred to relevant personnel according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.3 Outcomes of issues raised on occupational health and safety matters promptly conveyed to team members.</td>
</tr>
<tr>
<td>3 Monitor and maintain a safe working environment</td>
<td>3.1 Store policies and procedures implemented with regard to identification, prevention and reporting of potential hazards.</td>
</tr>
<tr>
<td></td>
<td>3.2 Prompt action taken to deal with hazardous events according to store policies.</td>
</tr>
<tr>
<td></td>
<td>3.3 Unsafe or hazardous events investigated to identify cause and inadequacies in risk control measures or resource allocation for risk control measures identified and reported to relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>3.4 Control measures to prevent re-occurrence and minimise risks of unsafe and hazardous events implemented and monitored according to store policy and the hierarchy of control.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3 Monitor and maintain a safe working environment (cont.)</td>
<td>3.5 Hazardous goods handled and stored in accordance with store policy and occupational health and safety regulations.</td>
</tr>
<tr>
<td></td>
<td>3.6 Equipment maintained in accordance with store policy and occupational health and safety regulations.</td>
</tr>
<tr>
<td></td>
<td>3.7 Team performance monitored to ensure use of safe manual handling techniques.</td>
</tr>
<tr>
<td>4 Implement emergency procedures</td>
<td>4.1 Store emergency policies and procedures implemented promptly in the event of an emergency.</td>
</tr>
<tr>
<td>5 Identify need for occupational health and safety training</td>
<td>5.1 Occupational health and safety training needs identified accurately, specifying gaps between occupational health and safety competencies required and those held by team members.</td>
</tr>
<tr>
<td></td>
<td>5.2 Training organised/arranged according to store policy.</td>
</tr>
<tr>
<td>6 Maintain occupational health and safety records</td>
<td>6.1 Occupational health and safety records and legal requirements for the maintenance of records for occupational injury and disease completed accurately and legibly, according to store policy.</td>
</tr>
<tr>
<td></td>
<td>6.2 Information from records used to identify hazards and monitor risk control procedures according to store policy.</td>
</tr>
</tbody>
</table>
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures

- Occupational health and safety procedures may deal with:
  - customers
  - staff
  - equipment
  - premises
  - stock
  - manual handling

- Emergencies may include:
  - sickness
  - accidents
  - fire
  - store evacuation involving staff or customers
  - product recall/contamination
  - bomb threat
  - cyclones
  - dealing with dangerous customers

- Hazardous goods/equipment may include:
  - use and storage of hazardous/chemical sprays
  - handling products treated with chemicals
  - poisonous/allergenic effects of products
  - electricity and water

- Correct use of equipment and protective gear may include:
  - correct foot wear
  - protective gear (eyes, face, hands)

- Occupational health and safety information may include:
  - general duty of care
  - requirements for the maintenance and confidentiality of records of occupational injury and disease
  - provision of information and training
  - regulations and codes of practice relating to hazards present in work area
  - health and safety representatives and occupational health and safety committees
  - issue resolution
RANGE OF VARIABLES (CONTINUED)

- Hazardous events may include:
  - accidents
  - fires
  - chemical spills
  - bomb threats

- Procedures for dealing with hazardous events may include:
  - evacuation
  - chemical containment
  - first aid procedures

- Store emergency policies and procedures may include:
  - alarm systems and procedures
  - fire fighting procedures
  - store evacuation procedures for staff and customers
  - transport arrangements for sick and/or injured persons
  - medical attention procedures
  - events likely to endanger staff or customers
  - product recall/contamination

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies and monitors store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to occupational health and safety and emergency procedures.

- Applies and monitors safe work practices in the handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.

- Interprets and monitors the implementation of manufacturers’ instructions with regard to handling stock and using relevant equipment.

- Applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials.

- Identifies occupational health and safety training needs and maintains occupational health and safety records.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:
- Store policies and procedures, in regard to:
  - occupational health and safety
  - emergency procedures
  - unsafe or hazardous goods
  - handling and storage
  - disposal
  - bomb threat procedures
  - store evacuation
- Manual handling and safe lifting techniques
- Possible fire and safety hazards
- Sickness and accident procedures
- Location of nearest first aid assistant/facility
- Hierarchy of risk control:
  - elimination of hazards
  - engineering controls to reduce risk
  - administrative controls
  - use of personal protective equipment
- Relevant occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in interpersonal communication

Skills in:
- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy and numeracy skills in regard to:
  - interpreting and applying occupational health and safety documents
  - reporting procedures
Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>By informing team members of store policies and procedures.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>By identifying relevant occupational health and safety policies and procedures.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Developing emergency policies and procedures requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Encouraging team members to contribute to occupational health and safety issues requires team work to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>The use of mathematical ideas and techniques may not be applicable to this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Identifying hazardous events and implementing control procedures requires problem solving skills to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Maintaining records may require the use of technology.</td>
<td>2</td>
</tr>
</tbody>
</table>

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
Integrated competency assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP3B can be assessed with the following unit:
WRRLP4B Maintain store security

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Access to relevant equipment such as:
  - stock moving equipment
  - alarm systems
  - first aid equipment
  - fire fighting equipment
  - communication equipment
- Relevant documentation, such as:
  - occupational health and safety legislation
  - store evacuation procedures
  - store policy and procedures manuals
WRRLP4B Maintain store security

This unit encompasses the skills and knowledge required to maintain store security in a retail environment. It involves implementing store policies and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

**ELEMENTS OF COMPETENCY**

| 1 | Monitor and maintain store security |

**PERFORMANCE CRITERIA**

| 1.1 | Store policies and procedures implemented to ensure store security maintained. |
| 1.2 | Security procedures are monitored and reviewed according to store policy. |
| 1.3 | Procedures implemented to minimise theft of easily stolen merchandise. |
| 1.4 | Security of cash, cash register and keys maintained according to store policy. |
| 1.5 | Store procedures in regard to transactions implemented. |
| 1.6 | Team members are informed of store policies and procedures in regard to security. |
| 1.7 | Team members provided with feedback in regard to implementation/non implementation of store security procedures. |
| 1.8 | Staff provided with ongoing supervision and training to facilitate awareness and detection of theft. |
| 1.9 | Matters likely to affect store security reported according to store policy. |
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Security procedures may deal with:
  - customers
  - staff/staff property
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash and cash movement
  - equipment
  - premises
  - opening and closing of premises
  - theft
  - armed robbery
  - events likely to endanger customers or staff

- Store security procedures may include:
  - opening and closing of premises
  - checking bags
  - cash handling, credit card and cheque transactions
  - video monitoring
  - banking procedures

- Supervision and training may include:
  - mentoring/coaching
  - off the job training
  - on the job training

- Transactions may include:
  - credit cards
  - cash/cheque
  - EFTPOS
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security.
- Applies relevant legislation and statutory regulations particularly in regard to checking of customers’ bags and purchases.
- Interprets, applies and monitors security procedures in regard to:
  - cash handling, credit card and cheque transactions
  - internal or external theft or suspicious circumstances
  - armed robbery
  - opening and closing premises.
- Implements store policies and procedures in regard to:
  - informing staff regarding store security
  - staff security supervisions and training.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - cash handling, credit card, cheque transactions
  - external/internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - procedures for opening and closing premises
- Relevant legislation and statutory regulations, particularly in relation to checking of customers’ bags and purchases
- Store alarm and security systems
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
EVIDENCE GUIDE (CONTINUED)

- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

- Literacy skills in regard to:
  - interpreting and applying occupational health and safety documents
  - reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Team members will need to be informed of store policies and procedures in regard to safety.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Reviewing security procedures will require information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Providing training to staff members requires planning and organisation.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Providing supervision and training to team members will require team work.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Monitoring cash handling and transactions will require the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving will be applied when implementing procedures to minimise theft.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when reporting on store security.</td>
<td>2</td>
</tr>
</tbody>
</table>
**Evidence Guide (continued)**

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP4B can be assessed with the following unit:

WRRLP3B  Maintain store safety

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge
Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures in regard to security
  - legislation and statutory requirements
  - occupational health and safety legislation
- Access to relevant equipment such as:
  - alarm systems
  - point of sale equipment
  - communication equipment
WRRLP5B Apply store security systems and procedures

This unit builds on unit WRRLP2B Minimise Theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with State and Territory laws.

**ELEMENT OF COMPETENCY** | **PERFORMANCE CRITERIA**
--- | ---
1 Maintain store security systems | 1.1 Security equipment operated according to manufacturer’s instructions and store procedures.
 | 1.2 Security equipment regularly checked to ensure operational effectiveness and faults.
 | 1.3 Regular servicing organised in line with store procedures/manufacturer’s specifications.
 | 1.4 Surveillance of specific store areas is applied in line with store procedures.
 | 1.5 Security data entered accurately and updated as required by store policy and procedures.
2 Deal with potentially unsecured situations | 2.1 Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions.
3 Detect and apprehend thieves | 3.1 Evidence associated with each theft offence is collected as required by the law of evidence under State or Territory legal proceedings.
 | 3.2 Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures.
 | 3.3 Apprehension and/or arrest of thieves is facilitated in line with store procedures and State or Territory law.
 | 3.4 Store detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender.
4 Apply post apprehension procedures | 4.1 Reports prepared for police/security personnel according to legal requirements and store procedures.
 | 4.2 Appropriate requirements/processes applied for post apprehension.
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - the apprehension of thieves
  - the operation of security equipment
- Security equipment used in stores may include:
  - alarms
  - surveillance equipment such as cameras, closed circuit television
  - dye tags
  - security barcodes
- Theft and other property offences may include:
  - customer and bag checking procedures
  - criminal deception (false pretences)
  - criminal (willful) damage
- Appropriate requirements/processes for post apprehension include:
  - obtaining brief particulars
  - recovery of merchandise
  - searching offenders
  - rights of offenders
  - questioning offenders, according to State/Territory law

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently and accurately operates store security equipment.
- Consistently applies store procedures and relevant State or Territory legislation, case law or common law in relation to the detection and apprehension of offenders.
- Identifies and records evidence in accordance with relevant State/Territory legislation, case law or common law.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - dealing with theft and other property offenses, including customer bag checking procedures
  - dealing with other property offences, including criminal deception (false pretences), criminal (willful) damage
  - apprehension of offenders
  - operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures

- Surveillance techniques

- Relevant law and industry codes of practice and their application in relation to store polices and procedures, in regard to the checking of customers’ bags and purchases

- The elements of proof and defences to the offence as per the relevant State/Territory legislation, case law and common law

- Relevant powers of arrest and post arrest procedures within the appropriate State or Territory and their application in relation to store policies and procedures

- The applicable Rules of Evidence of the relevant State/Territory, court procedures and the giving of evidence in court

- Occupational health and safety legislation/guidelines

- Theft statistics, annual cost of theft, thief profiles and categories

- Definition of theft and larceny

- Reporting methods

Skills in:

- Surveillance techniques

- Literacy and numeracy skills in relation to:
  - interpreting legal documents
  - recording and reporting procedures
EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Reporting factors which increase security risk require communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Collecting evidence associated with theft requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Applying store detection and apprehension procedures requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be required when communicating information to team members.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be required when preparing reports.</td>
<td>3</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when considering alternative actions to arrest.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when preparing and presenting reports.</td>
<td>3</td>
</tr>
</tbody>
</table>

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
**EVIDENCE GUIDE (CONTINUED)**

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP5B can be assessed with other units which make up a specific job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A real or simulated work environment
- Relevant documentation, such as:
  - theft statistics
  - thief profiles
  - legislation and statutory requirements relating to theft and property offences
  - store policy and procedures manuals
- Access to equipment such as:
  - security systems
  - communication equipment
WRRM1B Merchandise products

This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Place and arrange merchandise</td>
<td>1.1 Merchandise unpacked in accordance with store procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Merchandise placed on floor, fixtures and shelves in determined locations.</td>
</tr>
<tr>
<td></td>
<td>1.3 Merchandise displayed to achieve a balanced fully stocked appearance and promote sales.</td>
</tr>
<tr>
<td></td>
<td>1.4 Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure.</td>
</tr>
<tr>
<td></td>
<td>1.5 Stock range placed to conform with fixtures, ticketing, prices or bar codes.</td>
</tr>
<tr>
<td></td>
<td>1.6 Stock rotated according to stock requirements and store procedure.</td>
</tr>
<tr>
<td></td>
<td>1.7 Stock presentation conforms to special handling techniques and other safety requirements.</td>
</tr>
<tr>
<td>2 Prepare display labels/tickets</td>
<td>2.1 Labels/tickets for window, wall or floor displays prepared according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.2 Tickets prepared using electronic equipment or neatly by hand according to store procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.</td>
</tr>
<tr>
<td></td>
<td>2.4 Electronic ticketing equipment used and maintained according to design specifications.</td>
</tr>
<tr>
<td></td>
<td>2.5 Ticketing equipment maintained and stored in a secure location.</td>
</tr>
<tr>
<td>3 Place, arrange and display price tickets and labels</td>
<td>3.1 Tickets/labels are visible and correctly placed on merchandise.</td>
</tr>
<tr>
<td></td>
<td>3.2 Labels/tickets replaced according to store policy.</td>
</tr>
<tr>
<td></td>
<td>3.3 Correct pricing and information maintained on merchandise according to store procedures, industry codes of practice and legislative requirements.</td>
</tr>
</tbody>
</table>
## ELEMENTS OF COMPETENCY

### PERFORMANCE CRITERIA

### Maintain displays

4.1 Special promotion areas reset and dismantled.
4.2 Supervisor assisted in selection of merchandise for display.
4.3 Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
4.4 Unsuitable or out of date displays identified, reset and/or removed as directed.
4.5 Optimum stock levels identified and stock replenished according to store policy.
4.6 Display areas maintained in a clean and tidy manner.
4.7 Excess packaging removed from display areas.

### Protect merchandise

5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and legislative requirements.

## RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- **Store policy and procedures in regard to:**
  - merchandising of stock
  - preparing and displaying tickets/labels
  - maintaining displays

- **Displays may include:**
  - setting new displays
  - maintaining existing ones

- **Tickets and pricing requirements may include:**
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards

- **Handling techniques may vary according to:**
  - stock characteristics
  - industry codes of practice
Merchandise may be characterised by:
- type
- brand
- size
- customer needs
- colour
- price

Legislative requirements may include:
- pricing requirements including Goods and Services Tax (GST) requirements
- industry codes of practice
- discounted items
- Trade Practices and Fair Trading Acts

Safety requirements may include:
- transport, storage and handling of goods
- hazardous substances
- labelling of workplace substances

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:
- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.
- Prepares display labels and price tickets for merchandise with regard to store policies and procedures.
- Operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturers’ instructions and design specifications.
- Arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements.
- Identifies damaged, soiled or out of date stock and takes corrective action as required by store procedures and legislative requirements.
- Maintains display areas and replenishes stock as required in accordance with store procedures and legislative requirements.
- Performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling/ticketing equipment and materials
- Correct manual handling techniques for protection of self and merchandise
- Principles of display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety regulations including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances
- Relevant legislation and statutory requirements
- Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)
- Relevant industry codes of practice

Skills in:

- Use and maintenance of manual and electronic labelling/ticketing equipment
- Completing tasks in a set time frame
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels/tickets
  - reading and understanding manufacturer’s instructions
Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Information on arranging merchandise may need to be communicated to others.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Store procedures for arranging merchandise and preparing display tickets/labels will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Placing and arranging merchandise will require planning and organising.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required to complete and maintain display areas.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Maintaining stock levels and replenishing stock may require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills may be applied when identifying merchandise for display.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may be required for preparing display tickets/labels.</td>
<td>1</td>
</tr>
</tbody>
</table>

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM1B can be assessed with the following units:
WRRS2B Advise on products and services
WRRS1B Sell products and services

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- A range of ticketing and pricing equipment
- Merchandise for display
- Display materials and props
- Cleaning materials
- Relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and occupational health and safety
  - manufacturer’s instructions/operation manuals on electronic ticketing equipment
  - relevant legislation and industry codes of practice
**WRRM3B Coordinate merchandise presentation**

This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Coordinate merchandise presentation and display</td>
<td>1.1 Items to be advertised/promoted, identified according to store merchandising policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Promotions or special events planned, coordinated and evaluated as directed by management.</td>
</tr>
<tr>
<td></td>
<td>1.3 Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact.</td>
</tr>
<tr>
<td></td>
<td>1.4 Staff informed of store display standards/requirements.</td>
</tr>
<tr>
<td></td>
<td>1.5 Staff informed of occurrence and timing of promotions and special events.</td>
</tr>
<tr>
<td></td>
<td>1.6 Product/service display information accurately depicts product/service being promoted.</td>
</tr>
<tr>
<td></td>
<td>1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.</td>
</tr>
<tr>
<td></td>
<td>1.8 Displays constructed and maintained in a safe, secure manner.</td>
</tr>
<tr>
<td></td>
<td>1.9 Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required.</td>
</tr>
<tr>
<td></td>
<td>1.10 Staff informed of appropriate timing for dismantling and disposal of displays.</td>
</tr>
<tr>
<td></td>
<td>1.11 Merchandise presentation evaluated against sales turnover and store presentation standards.</td>
</tr>
<tr>
<td></td>
<td>1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities.</td>
</tr>
<tr>
<td>2 Implement merchandise pricing</td>
<td>2.1 Store policies and procedures implemented in regard to pricing/ticketing.</td>
</tr>
<tr>
<td></td>
<td>2.2 Current prices for products and services identified and amended according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.3 Team members informed of both price changes and current pricing policies.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - merchandising
  - pricing policies
- Display requirements may include:
  - setting up new displays
  - maintaining existing ones
- Display may be located in a variety of areas including:
  - windows
  - shelves
  - walls fixtures on floor
- Tickets may be provided or produced:
  - electronically
  - manually
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Promotions and special events may include:
  - advertising
  - catalogues
  - special offers
  - in store promotions
  - seasonal promotions
- Pricing policies may include:
  - discounted items
  - inclusion/exclusion of Goods and Services Tax (GST)
  - sale items
- Staff and store requirements may include:
  - varying levels of staff training
  - staffing levels
  - full time, part time or casual staff
  - routine or busy trading times
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently and accurately implements store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
• Coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements.
• Identifies products to be advertised/promoted according to store merchandising policies.
• Coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner.
• Informs staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays.
• Evaluates and reports sales and presentation effectiveness of store merchandising/promotional activities to management and staff as required by store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures, in regard to:
  • merchandising, pricing and ticketing
  • merchandise range
  • storage of stock
  • stock rotation and replenishment
  • minimum stock levels required
• Procedure for accessing information and implementing price changes
• Principles of display/design
• Location of display areas
• Availability and use of materials
• Store promotional themes
• Occurrence and timing of store promotions including advertising, catalogues and special offers
• Load bearing capacity of fixtures and display areas
• Correct storage procedures for labelling/ticketing equipment and materials
• Relevant occupational health and safety legislation/regulations/codes of practice
• Relevant legislation and statutory requirements including Trade Practices and Fair Trading Acts
• Pricing procedures including Goods and Services Tax (GST) requirements
• Relevant industry codes of practice
• Principles and techniques of interpersonal communication skills
• Manufacturer’s specifications for the use of electronic labelling/ticketing equipment
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Use and maintenance of electronic labelling/ticketing equipment
- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy and numeracy skills in relation to:
  - machine or manual preparation of labels/tickets
  - reading and interpreting store policies and procedures
  - merchandise presentation and pricing

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Informing staff of promotions and special events requires communication of ideas and information.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Planning promotions and special events requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Planning the construction and maintenance of displays requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be required when supervising staff in setting up and maintaining displays.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Identifying and amending prices for products and services requires the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when planning and constructing displays.</td>
<td>2</td>
</tr>
</tbody>
</table>
How can the **use of technology** be applied? | The use of technology will be applied when constructing displays and evaluating sales turnover. |
---|---

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM3B can be assessed with other units which make up a specific job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A retail work environment
- Pricing and ticketing equipment
- Merchandise for display
- Display materials and props
- Relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - occupational health and safety requirements
  - manufacturer’s instructions/operation manuals on electronic ticketing equipment
  - legislation and statutory requirements
  - industry codes of practice
- Access to a work team
### WRRM5A Monitor in-store visual merchandising display

This unit involves the interpretation of a visual merchandising plan and the monitoring of the display to ensure it meets the requirements of the plan and the organisation’s visual merchandising standards. The ability to contribute to the visual merchandising standards of the organisation is also required.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpret a visual merchandising plan</td>
<td>1.1 Design requirements of visual merchandising plan are identified.</td>
</tr>
<tr>
<td></td>
<td>1.2 Resources required to implement plan are sourced.</td>
</tr>
<tr>
<td></td>
<td>1.3 Factors that may impact on plan are identified.</td>
</tr>
<tr>
<td></td>
<td>1.4 Organisation’s visual merchandising standards are applied to the plan.</td>
</tr>
<tr>
<td>2. Monitor display requirements</td>
<td>2.1 Display is regularly monitored to ensure it meets the requirements of the visual merchandising plan.</td>
</tr>
<tr>
<td></td>
<td>2.2 Damage or changes to the display are identified.</td>
</tr>
<tr>
<td></td>
<td>2.3 Action is taken to rectify any changes to the display.</td>
</tr>
<tr>
<td>3. Maintain displays to organisation requirements and plan</td>
<td>3.1 Displays are maintained so that they are clean and tidy.</td>
</tr>
<tr>
<td></td>
<td>3.2 Additions or changes to displays are made so the display consistently adheres to the visual merchandising plan.</td>
</tr>
<tr>
<td></td>
<td>3.3 Organisation’s requirements for visual merchandising are maintained in the display.</td>
</tr>
<tr>
<td>4. Contribute to the visual merchandising standards of the organisation</td>
<td>4.1 Visual merchandising standards of the organisation are interpreted.</td>
</tr>
<tr>
<td></td>
<td>4.2 Opportunities for improving visual merchandising standards are identified.</td>
</tr>
<tr>
<td></td>
<td>4.3 Contributions to the visual merchandising standards are made as appropriate.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Design requirements of the plan may include:
  - colours used
  - layout of the display
  - functionality
  - merchandise for display
  - size of display
  - location in store of display

- Resources required to implement plan may include:
  - fixtures and fittings
  - people
  - time
  - materials
  - supports
  - lights

- Factors that may impact on the plan may include:
  - store promotions
  - time requirements
  - budget requirements
  - availability of staff

- Organisational visual merchandising standards may include:
  - store plan and design
  - retail image
  - technology available
  - location of display

- Damage or changes to the display may include:
  - damage to fixtures, fittings or display supports
  - damage to items on display
  - changes in the appearance of the display
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Accurately interprets and correctly identifies the design requirements of a visual merchandising plan.
- Monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation visual merchandising standards.
- Contributes appropriately to the ongoing development of the organisation’s visual merchandising standards.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:
- Basic principles of visual merchandising
- Basic design principles
- Organisation visual merchandising principles

Skills in:
- Maintaining and updating displays according to the visual merchandising plan
- Generating ideas for improving visual merchandising standards
**EVIDENCE GUIDE (CONTINUED)**

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Contributions to visual merchandising standards need to be communicated to other members of the organisation.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information is collected and analysed when interpreting a visual merchandising plan.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Maintaining displays and making additions or changes requires activities to be organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required in interpreting the visual merchandising plan and maintaining the display.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Interpreting a visual merchandising plan may require some mathematical techniques to work out sizes and shapes of the display.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Ensuring that the displays meet the requirements of the visual merchandising plan will require problem solving.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Displays may require the use of technology.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
  • Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
  • Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM5A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:
  • Observation of the person in the workplace
  • Third party reports from a supervisor
  • Customer feedback
  • Answers to questions about specific skills and knowledge

Resources Required

  • A retail work environment
  • Relevant documentation, such as:
    • store policy and procedures manuals
    • store visual merchandising standards
WRRM6A Create a display for a small business

This unit encompasses the competencies required to plan and implement a display for a small retail business. It involves identifying requirements for a display, developing display ideas, developing and implementing a display plan and maintaining the display.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify the requirements of the display</td>
<td>1.1 Purpose and audience for the display are identified.</td>
</tr>
<tr>
<td></td>
<td>4.1 Products that will be displayed are identified.</td>
</tr>
<tr>
<td></td>
<td>4.2 Organisational requirements are identified and relevant information researched where required.</td>
</tr>
<tr>
<td></td>
<td>4.3 Resources required to create the display are identified.</td>
</tr>
<tr>
<td></td>
<td>4.4 Constraints or factors that may impact on the creation of the display are considered.</td>
</tr>
<tr>
<td>2 Develop display ideas</td>
<td>2.1 Ideas for the display are generated using creative thinking techniques.</td>
</tr>
<tr>
<td></td>
<td>2.2 Ideas are tested against display requirements and organisational requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Display options are discussed with relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>2.4 Display ideas are modified and refined according to feedback.</td>
</tr>
<tr>
<td>3 Develop and implement display plan</td>
<td>3.1 Ideas are developed into a detailed display plan.</td>
</tr>
<tr>
<td></td>
<td>3.2 Resources, materials and products are sourced to meet plan requirements.</td>
</tr>
<tr>
<td></td>
<td>3.3 Display is created following the display plan.</td>
</tr>
<tr>
<td></td>
<td>3.4 Assistance is sought from relevant personnel where required.</td>
</tr>
<tr>
<td></td>
<td>3.5 Display is reviewed and refinements made as required.</td>
</tr>
<tr>
<td>4 Maintain display</td>
<td>4.1 Display is kept clean and tidy and maintained according to display plan.</td>
</tr>
<tr>
<td></td>
<td>4.2 Products are replaced as necessary.</td>
</tr>
<tr>
<td></td>
<td>4.3 Changes or alterations to the display are made as appropriate.</td>
</tr>
</tbody>
</table>

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Purpose of the display may include:
  - window display
  - promotion
  - sale
  - new products
  - new range

- Resources required may include:
  - tickets
  - labels
  - materials
  - fixtures and fittings
  - staff
  - time
  - budget

- Constraints or factors may include:
  - time
  - budget
  - staff
  - availability of materials
  - space
  - product characteristics

- Organisational requirements may include:
  - organisational standards
  - aesthetics
  - budget
  - staff
  - allocated space

- Relevant personnel may include:
  - manager
  - colleagues
  - team leader
  - marketing personnel
  - external personnel with display creation expertise
RANGE OF VARIABLES

- Creative thinking techniques may include:
  - visualisation
  - lateral thinking
  - product association

- Display options may include:
  - indoor
  - outdoor
  - stationary
  - moving
  - sound
  - lighting

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Can accurately identify the requirements of a new display.
- Can create a display plan that meets the requirements of the product, the audience and the organisation.
- Can successfully implement the display plan and maintain the display.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Basic design principles including:
  - colour
  - shape
  - use of space
  - flow of product

- The audience for the display and what the display needs to communicate
- A variety of display options
- Organisational requirements in terms of product display
EVIDENCE GUIDE (CONTINUED)

Skills in:

- Creative thinking skills
- Representing ideas in the form of a display plan
- Observing when display needs to be changed, updated or altered
- Maintaining display
- Communicating display ideas to others
- Seeking and accepting feedback from others

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Ideas for the display need to be communicated to relevant personnel.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on the products to be displayed and the audience for the display will be gathered and analysed.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Implementing the display plan will involve planning and organising a range of activities.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required in developing ideas and implementing the plan.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be used to develop the display plan.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be required in designing a display to fit the requirements of the store.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Technology may be required in creating the display following the plan.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM6A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment
• Relevant documentation, such as:
  • store policy and procedures manuals
• Access to a range of display products and materials
WRRO1B Manage merchandise and store presentation

This unit encompasses a range of competencies required to manage merchandise and store presentation. It involves managing store merchandising, planning and managing store advertising and promotions, managing store pricing policies and managing housekeeping.

**ELEMENTS OF COMPETENCY**

1. **Manage store merchandising**
   - 1.1 Layout and presentation support market position and promote customer flow according to store policy.
   - 1.2 Layout assessment checks developed and implemented.
   - 1.3 Standards for visual presentations and displays defined and clearly communicated to all staff.
   - 1.4 Staff consulted to assess customer response to space allocations.

2. **Plan and manage store advertising and promotions**
   - 2.1 Store policies and procedures, managed and implemented in regard to store promotional activities.
   - 2.2 Activities organised in line with anticipated/researched customer requirements.
   - 2.3 Promotions managed in order to achieve maximum customer impact.
   - 2.4 Arrangements with suppliers negotiated in regard to special promotional activities.
   - 2.5 Store activities coordinated to complement shopping centre/retail complex promotions.
   - 2.6 Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.
   - 2.7 Promotional activities accurately documented and reported on.
ELEMENTS OF COMPETENCY

3 Manage store pricing policies

3.1 Store policies and procedures maintained in regard to pricing.
3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff.
3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements.

4 Manage housekeeping

4.1 Store policies and procedures developed and implemented in regard to store housekeeping and maintenance.
4.2 Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained.
4.3 Contingency plan initiated in the event of merchandise or store presentation problems.

RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - promotion of products and services
  - housekeeping

- Pricing procedures may include:
  - marking down of slow moving stock
  - soiled or damaged goods
  - goods close to use-by date
  - end of season stock

- Store merchandising plan may include:
  - target market/market research
  - store image
  - store layout and space availability
  - seasonal lines
  - pricing policy

- Customer market research may be:
  - formal
  - informal
• Promotions may include:
  • advertising
  • catalogues
  • newspapers
  • posters
  • radio or TV
  • suppliers
  • Internet/website

• Promotions may involve:
  • external and in-store activities
  • corporate or locally based
  • dealing with advertising agencies and consultants

• Pricing policies may include:
  • long term and short term
  • internal and external considerations
  • pricing policies including Goods and Services Tax (GST) requirements

• Legislative requirements may include:
  • Trade Practices and Fair Trading Acts
  • consumer law

• Housekeeping may include:
  • store premises
  • fittings
  • fixtures
  • equipment

• Contingency plans may include:
  • major spillages
  • flood/storm
  • breakages
  • black out
  • break in
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Collaboratively plans layout and presentation of merchandise according to store policies and procedures.
- Assesses effectiveness of layout and presentation according to sales targets and/or predetermined objectives.
- Collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures.
- Assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures.
- Collaboratively plans, coordinates and implements pricing activities according to store policies and procedures.
- Collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing/marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- Occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - visual merchandising
  - project management
Skills in:

- Providing feedback on performance
- Communicating store standards and expectations
- Report presentation
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Pricing trends and changes need to be communicated to relevant staff.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Developing and implementing assessment checks requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when consulting with staff to assess customer response to space allocations.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be applied when developing pricing procedures.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may be applied when developing rosters/schedules and developing promotional activities.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.
It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.
Unit WRRO1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required
- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - occupational health and safety legislation/regulations/codes of practice
- Access to a work team
WRRO2B Manage sales and service delivery

This unit encompasses the competencies required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Maintain and improve operations</td>
<td>1.1 Policies and procedures for sales and service delivery implemented, communicated and reviewed on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>1.2 Resource allocation for client service provision is adequate and maintained in line with store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Customer complaints which have been referred by staff, resolved according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Sales and service targets/plans consistent with quality and functional specifications.</td>
</tr>
<tr>
<td></td>
<td>1.5 Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required.</td>
</tr>
<tr>
<td></td>
<td>1.6 Sales and service targets/plans communicated to relevant personnel according to implementation schedules.</td>
</tr>
<tr>
<td></td>
<td>1.7 Feedback given to staff on operations and outcomes.</td>
</tr>
<tr>
<td></td>
<td>1.8 Staff encouraged to take responsibility for meeting customer requirements.</td>
</tr>
<tr>
<td></td>
<td>1.9 Feedback from customers sought and used to improve future operations.</td>
</tr>
<tr>
<td></td>
<td>1.10 Corrective measures taken to minimise factors which may cause operations to be disrupted.</td>
</tr>
<tr>
<td></td>
<td>1.11 Corrective actions monitored and evaluated for effectiveness and used for future operational planning.</td>
</tr>
<tr>
<td></td>
<td>1.12 Current and accurate records on sales are available to authorised personnel.</td>
</tr>
<tr>
<td></td>
<td>1.13 Relevant reports interpreted and acted upon as required.</td>
</tr>
</tbody>
</table>
ELEMENTS OF COMPETENCY

2 Negotiate supply of goods

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.</td>
</tr>
<tr>
<td>2.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.</td>
</tr>
<tr>
<td>2.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.</td>
</tr>
<tr>
<td>2.4 Market factors affecting supply identified and communicated to relevant personnel.</td>
</tr>
<tr>
<td>2.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time limits.</td>
</tr>
<tr>
<td>2.6 Immediate corrective action taken where potential or actual problems with supply indicated.</td>
</tr>
<tr>
<td>2.7 New suppliers identified and developed to maintain and improve sales and service delivery.</td>
</tr>
</tbody>
</table>

3 Establish customer requirements

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Strategies planned and developed to enhance customer service provision according to store policy.</td>
</tr>
<tr>
<td>3.2 Customer needs researched and analysed accurately in regard to local geographic and cultural issues.</td>
</tr>
</tbody>
</table>

4 Provide productive work environment

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Sufficient supply of resources of the necessary quantity and quality established and maintained to meet customer requirements.</td>
</tr>
<tr>
<td>4.2 Access to, and use of, resources regulated and monitored for maximum efficiency.</td>
</tr>
<tr>
<td>4.3 Staff working conditions meet current legislation and store policy.</td>
</tr>
<tr>
<td>4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures.</td>
</tr>
<tr>
<td>4.5 Resources which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.</td>
</tr>
<tr>
<td>4.6 Recommendations for improving conditions communicated to relevant personnel within designated time frame.</td>
</tr>
<tr>
<td>4.7 Complete, accurate records maintained and made available to authorised personnel.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES
The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - sales and service delivery

- Policies and procedures may involve:
  - service standards
  - staff presentation
  - customer complaints
  - staff induction
  - customer service and sales training

- Sources of supply may include:
  - people
  - external organisations
  - internal departments/teams

- Resources may include:
  - people
  - material
  - equipment/technology
  - financial
  - external consultants

- Customers may include:
  - external
  - internal

- Service and products may include:
  - current
  - potential

- Negotiations may be conducted by:
  - face to face contact
  - correspondence
  - meetings
  - telephone
  - email

- Specifications for services and products may involve:
  - quality
  - quantity
  - coverage/content
  - time schedules/scales
  - cost
RANGE OF VARIABLES (CONTINUED)

- Specifications may include:
  - customer agreements
  - operational means for meeting agreements
  - specific functional duties within the organisation
- Specifications, recommendations and information may be communicated to:
  - higher level managers
  - subordinates
  - colleagues, specialists, staff from other departments
  - external organisations which have a health, safety or environmental responsibility
  - government bodies
- Feedback may be sought and given:
  - verbally
  - in writing
- Analysis methods may be:
  - quantitative
  - qualitative
- Factors which disrupt operations may include:
  - supply
  - operational resources
  - quality of materials

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains, monitors and evaluates sales and service delivery.
- Communicates sales and service targets/plans and provides feedback on operations and outcomes to relevant personnel.
- Proactively improves sales and service delivery operations.
- Interprets and maintains data on sales and services delivery.
- Negotiates and arranges supply of goods according to store policies and procedures.
- Authorises pricing and payment agreements according to store policies and procedures.
- Maintains, monitors and evaluates supply of stock.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing
- Store merchandise and service range
- Store merchandising plan
- Range and availability of new products and services
- Customer demand and market trends
- Product quality standards
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - purchasing and supply specifications
  - stock control
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Interpersonal communication skills
- Negotiating with suppliers and customers
- Presentation skills
- Using new technology
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>By communicating policies and procedures to suppliers, staff and management.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Monitoring sales and service targets/plans requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Through identifying suppliers, monitoring stock and pricing arrangements.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Communicating with staff and maintaining sales and service requires team work.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Maintaining sales and service targets/plans requires use of mathematical ideas and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Identifying and resolving customer complaints requires problem solving skills.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Completing accurate records and maintaining equipment requires use of technology.</td>
<td>3</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO2B can be assessed with other units that make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - sales and service delivery targets/plans
  - records of sales service
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to suppliers
- Access to a team
WRRS1B Sell products and services

This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

**ELEMENTS OF COMPETENCY**

<table>
<thead>
<tr>
<th>1</th>
<th>Apply product knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.</td>
</tr>
<tr>
<td>1.2</td>
<td>Product knowledge developed by accessing relevant sources in information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Approach customer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Timing of customer approach determined and applied.</td>
</tr>
<tr>
<td>2.2</td>
<td>Effective sales approach identified and applied.</td>
</tr>
<tr>
<td>2.3</td>
<td>Positive impression conveyed to arouse customer interest.</td>
</tr>
<tr>
<td>2.4</td>
<td>Knowledge of customer buying behaviour demonstrated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Gather information</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Questioning techniques applied to determine customer buying motives.</td>
</tr>
<tr>
<td>3.2</td>
<td>Listening skills used to determine customer requirements.</td>
</tr>
<tr>
<td>3.3</td>
<td>Non-verbal communication cues interpreted and clarified.</td>
</tr>
<tr>
<td>3.4</td>
<td>Customers identified by name where possible.</td>
</tr>
<tr>
<td>3.5</td>
<td>Customer directed to specific merchandise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Sell benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Customer needs matched to appropriate products and services.</td>
</tr>
<tr>
<td>4.2</td>
<td>Knowledge of products’ features and benefits communicated clearly to customers.</td>
</tr>
<tr>
<td>4.3</td>
<td>Product use and safety requirements described to customers.</td>
</tr>
<tr>
<td>4.4</td>
<td>Customers referred to appropriate product specialist as required.</td>
</tr>
<tr>
<td>4.5</td>
<td>Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.</td>
</tr>
</tbody>
</table>
### Elements of Competency

<table>
<thead>
<tr>
<th>5</th>
<th>Overcome objections</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Customer objections identified and accepted.</td>
</tr>
<tr>
<td>5.2</td>
<td>Objections categorised into price, time and merchandise characteristics.</td>
</tr>
<tr>
<td>5.3</td>
<td>Solutions offered according to store policy.</td>
</tr>
<tr>
<td>5.4</td>
<td>Problem solving applied to overcome customer objections.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Close sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Customer buying signals monitored, identified and responded to appropriately.</td>
</tr>
<tr>
<td>6.2</td>
<td>Customer encouraged to make purchase decisions.</td>
</tr>
<tr>
<td>6.3</td>
<td>Appropriate method of closing sale selected and applied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Maximise sales opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Opportunities for making additional sales recognised and applied.</td>
</tr>
<tr>
<td>7.2</td>
<td>Customer advised of complementary products or services according to customer’s identified need.</td>
</tr>
<tr>
<td>7.3</td>
<td>Personal sales outcomes reviewed to maximise future sales.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- **Store policy and procedures in regard to:**
  - selling products and services

- **Customers may include:**
  - people with routine or special needs
  - regular or new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

- **Product knowledge may include:**
  - warranties
  - features and benefits
  - use by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price

- **Selling may involve:**
  - face to face
  - over the telephone
  - over the Internet
• Routine customer questions may relate to:
  • price and price reductions
  • quality
  • features and benefits

• Legislative requirements may include:
  • Trade Practices Act
  • tobacco laws
  • liquor laws
  • sale of second hand goods
  • occupational health and safety
  • industry codes of practice
  • Lottery Acts

• Relevant sources of information may include:
  • Internet
  • relevant staff members
  • store or supplier product manuals
  • product profiles
  • videos
  • demonstrations
  • labels
  • store tours

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

• Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales.
• Uses questioning, listening and observation skills to determine customer requirements.
• Consistently applies store policies and procedures in regard to selling products and services.
• Maximises sales opportunities according to store policies and procedures.
• Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
• Evaluates personal sales performance to maximise future sales.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behavior and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections
  - closing techniques
EVIDENCE GUIDE (CONTINUED)

- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Relaying product features and benefits to customers requires the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Establishing customer requirements requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying opportunities to make additional sales requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when referring to other staff members or seeking product information.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when reviewing personal sales outcomes.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills may be applied when overcoming customer objections.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information
WRRS2B Advise on products and services

This unit builds on unit WRRS1B Sell products and services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

**ELEMENTS OF COMPETENCY**

1. Develop product/service knowledge

   - 1.1 Product knowledge developed and maintained according to store policy and legislative requirements.
   - 1.2 Product knowledge conveyed to other staff members as required.
   - 1.3 Comparisons between products and services researched and applied.
   - 1.4 Knowledge of competitors’ product and service range and pricing structure demonstrated.

2. Recommend specialised products/services

   - 2.1 Merchandise evaluated according to customer requirements.
   - 2.2 Features and benefits of products and services demonstrated to customer to create a buying environment.
   - 2.3 Detailed specialised knowledge of product applied to provide accurate advice to customers.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - selling products and services

- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - Lottery Acts
  - industry codes of practice
  - occupational health and safety
  - sale of second hand goods
  - sale of X and R rated products
  - trading hours
  - transport, storage and handling of goods

- Product knowledge may include:
  - brand options
  - product features/benefits
  - warranties
  - safety features

- Product knowledge may be developed and maintained by:
  - accessing the Internet
  - attending product launches
  - attending product seminars
  - discussions with staff members
  - accessing product information booklets/pamphlets

- Pricing structure may include:
  - sales reductions
  - pricing procedures including Goods and Services Tax (GST) requirements
  - mark downs

- Customers may include:
  - people with routine or special requests
  - people with special needs
  - regular and new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

- Customer requirements may include:
  - specific brand
  - sizing
  - quality
  - quantity
  - price range
  - usage
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- Develops, maintains and conveys product knowledge to customers.
- Applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Specialised product knowledge including:
  - warranties
  - benefits and features
  - shelf life/use by date
  - storage requirements
  - ingredients or materials contained in product
  - product/ingredient origins
  - care and handling of products
  - corresponding or complementary products and services
  - stock availability
- Store/industry manuals and documentation
- Stock and merchandise range
- Service range
- Procedures for taking orders
- Pricing procedures including Goods and Services Tax (GST) requirements
- Other relevant policies and procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
EVIDENCE GUIDE (CONTINUED)

Skills in:
- Interpersonal communication skills
- Using a range of communication/electronic equipment
- Accessing relevant product/service information
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numerical skills in regard to:
  - estimating and calculating costs relevant to pricing products

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Recommending specialised products to customers requires ideas and information to be communicated.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Developing product knowledge requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Developing knowledge of competitor’s products and services may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when developing and relaying product knowledge to other team members.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Making comparisons with competitor’s pricing structure will require the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving will be applied when evaluating merchandise according to customer requirements.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when developing product knowledge through accessing the Internet.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.
It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.
Unit WRRS2B can be assessed with other units which relate to the specific job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A retail work environment
• Access to a range of stock and merchandise
• Relevant documentation, such as:
  • price lists
  • store policy and procedures manuals
• Access to a range of customers with different requirements
• A range of communication equipment
WRRS3B Coordinate sales performance

This unit encompasses the competencies required to implement sales policies and procedures in regard to sales transactions. It also involves monitoring and providing feedback on the achievement of sales targets.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Implement sales policies and procedures</td>
<td>1.1 Store policies and procedures and relevant legislation in regard to selling implemented and monitored.</td>
</tr>
<tr>
<td></td>
<td>1.2 Store policies and procedures implemented and monitored in regard to sales transactions.</td>
</tr>
<tr>
<td></td>
<td>1.3 Team monitored to ensure information is entered into point of sale equipment accurately.</td>
</tr>
<tr>
<td></td>
<td>1.4 Team monitored to ensure goods are moved through point of sale area efficiently and safely.</td>
</tr>
<tr>
<td></td>
<td>1.5 Team monitored to ensure that products and services are matched to customer needs.</td>
</tr>
<tr>
<td>2 Monitor achievement of sales targets</td>
<td>2.1 Individual and department sales targets monitored and recorded according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.2 Store sales results monitored and recorded in line with sales targets and according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.3 Feedback provided to management and staff on sales performance in relation to sales targets and planning.</td>
</tr>
</tbody>
</table>
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - selling products and services
  - sales transactions
  - reporting

- Relevant legislation may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - pricing procedures including Goods and Services Tax (GST) requirements
  - sale of second hand goods
  - sale of X and R rated products
  - Lottery Acts
  - industry codes of practice
  - occupational health and safety

- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice

- Sales transactions may include:
  - cash
  - EFTPOS
  - cheque
  - credit card/store card
  - lay-by

- Feedback to management and staff may include:
  - presentations
  - reports
  - informal meetings
  - email
  - financial reports
  - business documents
  - records of store sales

- Customers may include:
  - regular and new customers
  - people with special requests, special needs and routine requirements
  - people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

- Selling may include:
  - face to face
  - telephone
  - Internet
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- Implements and monitors store policies and procedures in relation to sales transactions, including non cash sales and variations to standard sales transactions.
- Monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and services
- Customer profile
- Location of store departments
- Store/department sales targets
- Factors that enhance sales performance
- Importance of sales to store performance
- Stock control procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
EVIDENCE GUIDE (CONTINUED)

- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

- Literacy skills in regard to:
  - business documents
  - financial reports

- Numeracy skills in regard to functional retail calculations including:
  - margins
  - mark downs/mark ups
  - gross profit
  - basic budgeting against sales and costs

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Providing feedback to management requires the communication of ideas and information.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Monitoring team and sales targets requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Monitoring and recording sales results requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Monitoring and providing feedback to staff members requires team work.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be applied when recording sales targets and results.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Ensuring that products and services match customer needs requires problem solving skills to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Recording sales targets and results will require use of technology.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS3B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - individual/department sales targets and results
  - reporting proformas
  - legislation and statutory requirements
- Access to a sales team
- Point of sale equipment and materials
WRRS4B Build relationships with customers

This unit builds on units WRRS1B Sell products and services and WRRS2B Advise on products and services. It involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

**ELEMENTS OF COMPETENCY**

<table>
<thead>
<tr>
<th>1</th>
<th>Establish rapport with customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Apply expert knowledge</td>
</tr>
<tr>
<td>3</td>
<td>Provide post sales support</td>
</tr>
</tbody>
</table>

**PERFORMANCE CRITERIA**

1. Rapport/relationship with customer established and a genuine interest in customer needs/requirements expressed to enhance customer commitment, trust and credibility of store and to build return customer base.

2. Professional ethics maintained with the customer to promote store image and credibility.

3. Customer needs and preferences accurately clarified to maximise sales opportunities.

4. Sales opportunities maximised by use of add on and complementary sales techniques.

5. Customer given space and time to evaluate purchase decision, while time is used to maximum advantage for customer and store.


7. Customer provided with accurate information regarding product and service appraisals, correct statements and warranties according to legal requirements.

8. Detailed knowledge of supplier and/or manufacturer information provided according to customer needs and within guidelines of commercial confidentiality.

9. Product/stock range evaluated, features and benefits of products/services accurately demonstrated where appropriate and recommendations made to the customer to maximise sales potential.

10. Customer interest in product/service maximised through price negotiation where applicable and payment/credit options offered according to store policy.

11. Prices and/or discounts accurately calculated according to pricing determinants and store policy.

12. Evidence of ongoing support accurately provided as sale is concluded.

13. Back up service accurately explained and customer reassured according to legal requirements and store policy.
<table>
<thead>
<tr>
<th><strong>ELEMENTS OF COMPETENCY</strong></th>
<th><strong>PERFORMANCE CRITERIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.3 Customer provided with store/salesperson’s contact details to provide line of contact and customer followed up according to store policy.</td>
</tr>
<tr>
<td></td>
<td>3.4 Customer and/or transaction details accurately entered to customer database.</td>
</tr>
<tr>
<td></td>
<td><strong>4 Plan sales presentations</strong></td>
</tr>
<tr>
<td></td>
<td>4.1 Presentation planned to complement product characteristics.</td>
</tr>
<tr>
<td></td>
<td>4.2 Client group selected according to product characteristics and store merchandising policy.</td>
</tr>
<tr>
<td></td>
<td>4.3 Promotional materials accessed where required and distributed to client group.</td>
</tr>
<tr>
<td></td>
<td>4.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.</td>
</tr>
<tr>
<td></td>
<td><strong>5 Implement sales presentation</strong></td>
</tr>
<tr>
<td></td>
<td>5.1 Numbers of support staff, where required, sufficient and adequately briefed for presentation.</td>
</tr>
<tr>
<td></td>
<td>5.2 Communication skills applied to effectively create interest, focus attention, encourage customer interaction with individuals and/or groups.</td>
</tr>
<tr>
<td></td>
<td>5.3 Products/services demonstrated to create a buying environment.</td>
</tr>
<tr>
<td></td>
<td>5.4 Results of sales presentation measured according to predetermined criteria, overall performance reviewed, and results applied to future sales presentations according to store sales policy.</td>
</tr>
<tr>
<td></td>
<td><strong>6 Maintain and utilise a customer data base</strong></td>
</tr>
<tr>
<td></td>
<td>6.1 Customer confidentiality maintained as required by store policy and legal requirements.</td>
</tr>
<tr>
<td></td>
<td>6.2 Customer records accurately developed, regularly maintained and securely stored according to store policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>6.3 Regular customers accurately identified and followed up according to store marketing policy.</td>
</tr>
<tr>
<td></td>
<td>6.4 Customer records accurately utilised to advise customers on products and services of possible interest.</td>
</tr>
<tr>
<td></td>
<td>6.5 Customer clubs and reward schemes implemented where required according to store promotional activities.</td>
</tr>
</tbody>
</table>
7 Deal with difficult customers

7.1 Customer complaints/problems acknowledged and customer supported reassuringly to produce positive outcome.

7.2 Customer encouraged to verbalise issue and active listening used to minimise customer frustration.

7.3 Customer’s confidence in the sales assistant and product/service developed to promote long term commitment and trust to store.

7.4 Mutually acceptable resolution of complaint established.

RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - selling products and services
  - maintaining and utilising client records
  - promotional, marketing, discounting and reward programs
  - dealing with difficult customers

- Legal requirements may include:
  - Trade Practices Act
  - environmental protection legislation
  - occupational health and safety requirements
  - transport, storage and handling of goods
  - pricing procedures including Goods and Services Tax (GST) requirements
  - privacy laws
  - liquor laws
  - tobacco laws
  - sale of second hand goods
  - health and welfare law specific to local government, state and federal legislation

- Customer personal details may include:
  - customers name and contact details
  - transactions records
  - personal preferences
  - anniversaries/special dates
  - details of items bought or returned

- Customer needs and preferences or requirements may include:
  - product type
  - brand
  - size
  - product characteristics
  - customer physical needs
  - price
Customer database may be:
- manual
- computer based

Customer loyalty schemes may include:
- customer clubs
- customer reward schemes
- credit or discount facilities
- special offers

Sales techniques will include:
- add on, complementary products/services
- selling up or down
- suggestive selling
- variety of methods of closing sales

Customers may include:
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Sales presentations may be:
- in house
- on client site
- visual
- verbal

Difficult customers may include:
- aggressive
- assertive
- passive
- fussy
- demanding
- rude
- exasperated
- arrogant

Interpersonal skills associated with verbal and non-verbal communication may include:
- identification of customer cues
- dealing with a single customer
- families or groups

Back up service may include:
- delivery specifications
- warranties/guarantees

Customer needs may be clarified through:
- observation
- appropriate questioning
- active listening
- empathy
- reassurance and confirmation

Maintaining professional ethics with the customer may include:
- honesty
- positive statements
- confirmed appraisals of products and services
Product characteristics may include:
- features and benefits
- price range
- supplier or manufacturer information
- target group

Promotional materials may include:
- brochures
- pamphlets
- posters

**Evidence Guide**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Consistently develops customer commitment to store and builds return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.
- Consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Consistently and accurately applies detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.
- Consistently uses effective questioning, listening and observation skills to accurately determine customer requirements.
- Consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance.
- Consistently evaluates personal and or team sales performance to maximise future sales.
- Consistently and accurately establishes, records and maintains customer records/details, maintains customer confidentiality, ensures secure storage and uses customer records to maximise customer interest and create a buying atmosphere.
- Consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.
EVIDENCE GUIDE (CONTINUED)

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - establishing, maintaining and utilising customer records
  - updating and maintaining customer mailing lists
  - methods of maintaining customer confidentiality and secure storage of customer details
  - price negotiation and payment/credit options
  - resolving customer complaints
- Store/area merchandise and service range
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety requirements such as:
  - manual handling
  - plant and equipment
  - hazardous substances and dangerous goods
  - workers compensation
- Customer types and needs including:
  - customer buying motives/customer behaviour and cues
  - individual and cultural differences, demographics/lifestyle/income
  - types of customer needs, eg functional, psychological
- Pricing procedures including Goods and Services Tax (GST) requirements

Skills in:

- Selling techniques
  - opening and closing techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections
- Presentation skills
- Conflict resolution
- Interpersonal communication
- Accessing relevant product information
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording client and sales information
**EVIDENCE GUIDE (CONTINUED)**

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can <strong>communication of ideas and information</strong> be applied?</td>
<td>Ideas and information will need to be communicated to customers and to support staff.</td>
<td>2</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised</strong>?</td>
<td>Information on products and services will need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised</strong>?</td>
<td>Planning presentations will require activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Team work will be applied when briefing staff members on product/service information.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Mathematical ideas and techniques will be applied when negotiating price and credit options.</td>
<td>2</td>
</tr>
<tr>
<td>How can <strong>problem solving skills</strong> be applied?</td>
<td>Problem solving skills will be applied when dealing with customer complaints and establishing acceptable resolution.</td>
<td>2</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>The use of technology will be applied through calculating prices and/or discounts and maintaining customer database.</td>
<td>2</td>
</tr>
</tbody>
</table>


**EVIDENCE GUIDE (CONTINUED)**

**Context of assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS4B can be assessed with other units which make up a specific job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A retail work environment
- Relevant sources of product information
- Relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - occupational health and safety legislation/regulations/codes of practice
- Access to a range of customers with different requirements
- Access to an appropriate range of products and/or equipment
- Access to a customer data base system
WRRSS7B Recommend hardware products and services

This unit builds on unit WRRS2B Advise on products and services. It involves the application of hardware product knowledge to provide advice to customers and other sales staff with regard to design, technical features and uses of products, small machinery and equipment, home handyman advice, complementary products, prices and warranties.

**ELEMENTS OF COMPETENCY**

**PERFORMANCE CRITERIA**

1 Research store product range

1.1 Product knowledge developed by accessing relevant sources of information.

1.2 Products correctly identified according to relevant product information.

1.3 Operation of store products, machinery and equipment safely and accurately demonstrated according to store policy and legislative requirements.

1.4 Knowledge of measurement systems used in hardware product range accurately demonstrated.

2 Recommend hardware products, machinery and equipment

2.1 Customers needs accurately identified.

2.2 Detailed manufacturer’s product specifications provided, when applicable, and explained to customers to assist buying decisions according to legislative requirements.

2.3 Features and benefits of products demonstrated to customers to create a buying environment.

3 Estimate hardware quantities

3.1 Quantities of hardware products required accurately estimated from measurements/information provided by customer according to product requirements and store procedures.

3.2 Measuring tools accurately applied using imperial or metric measures relevant to specific products.

3.3 Customer provided with accurate quotation for quantities estimated.
ELEMENTS OF COMPETENCY

4 Advise on hardware product warranties

5 Negotiate price and payment options

6 Advise on and arrange product services and repairs

PERFORMANCE CRITERIA

4.1 Comparisons between product/manufacturer’s warranty terms clearly explained to customer.

4.2 Individual product warranty terms and conditions confirmed from relevant sources of information and accurately conveyed to customer.

4.3 Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

5.1 Store recommended retail pricing for various brand options accurately conveyed to customers according to legislative requirements.

5.2 Individual product prices negotiated where necessary according to store policy to achieve sales.

5.3 Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

6.1 Customer questioned to determine nature of problem.

6.2 Problem diagnosed by accessing manufacturer’s information.

6.3 Solutions offered according to nature of problem, available product information and store policy.

6.4 Service/repair process identified and accurately described to customer as required, according to store policy.

6.5 Price and timeline for basic service/repairs identified and quoted to customer where applicable.

6.6 Customer details identified and accurately transcribed to repair form, according to store policy and legal requirements.

6.7 Item for repair labelled and securely stored according to store policy.

6.8 Customer notified without undue delay on arrival/completion of service/repair.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - selling hardware products and services
- Store merchandise range may include:
  - fasteners
  - adhesives
  - locks and latches
  - hand tools
  - power tools
  - plumbing supplies
  - bathroom and kitchen fittings and accessories
  - timber supplies and products
  - paint/sealants/finishes
  - poisonous/toxic substances/cleaning products
  - lawn and garden supplies and equipment
  - outdoor/leisure
  - housewares
  - rural equipment and supplies
  - electrical products and supplies
- Relevant sources of information may include:
  - suppliers product leaflets
  - store or trade product manuals
  - manufacturers brochures and specifications
  - catalogues
  - trade shows
  - personal use
  - Internet
  - customer feedback
  - designated staff members
  - contacting suppliers direct
- Customer requirements may include:
  - usage requirements
  - existing skills and knowledge
  - experience/professional/hobby needs
  - product preference
  - price range
RANGE OF VARIABLES (CONTINUED)

- Product information may include:
  - brand option
  - materials/ingredients
  - design features
  - quality
  - price
  - accessories
  - workmanship
  - component parts
  - safety features/toxicity
  - storage and operation
  - manufacturing process
  - country of manufacture
  - energy efficiency
  - environmental considerations/recycled products

- Store service range may include:
  - paint colouring and tinting
  - materials measuring and cutting
  - repairs

- Diagnosis of problem may occur:
  - face to face
  - telephone
  - correspondence

- Price negotiation may include:
  - price matching
  - trade discounts

- Legislative requirements may include:
  - consumer law
  - occupational health and safety
  - Trade Practices and Fair Trading Acts
  - pricing procedures including Goods and Services Tax (GST) requirements
  - transport, storage and handling of goods
  - industry codes of practice
  - environmental protection
  - hazardous substances and dangerous goods
  - provision of quotations
  - protective/safety clothing and equipment

- Customers may include:
  - people with routine or specific requests
  - regular and new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Continually updates and applies product knowledge to provide comprehensive advice to customers and staff.
• Consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures.
• Advises customers and informs sales team members of store range of hardware products, their features and benefits, performance, complementary products, product availability and warranties.
• Advises customers and sales team members on safe operation, storage and use of hardware products, including power tools, fertilisers and pesticides.
• Accurately estimates and quotes on quantities of hardware product required, according to information supplied by customer, product specifications and store policy/procedures.
• Successfully negotiates and administers price and payment options with customers as per store policy and procedures.
• Successfully negotiates and arranges hardware products services/repairs in accordance with store policy and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below.

Knowledge of:

• Store policies and procedures, in regard to:
  • sales/customer service
  • methods of dealing with special needs/requests of customers
  • customer complaints
  • price negotiation and payment options
• Store hardware product range
• Store product services and repair
• Pricing procedures including Goods and Services Tax (GST) requirements
• Relevant legislation and statutory requirements
• Licensing requirements for use of machinery/equipment (if applicable)
• Relevant industry codes of practice
• Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

• Interpersonal communication skills
• Handling customers with special needs, including difficult or abusive customers
EVIDENCE GUIDE (CONTINUED)

- Negotiation skills
- Estimating quantities of hardware product, using imperial or metric measuring tools
- Using and applying technology required to demonstrate operation of store product range
- Literacy skills in the following areas:
  - reading and understanding product information
  - reading and understanding warning labels
- Numeracy skills in the following areas:
  - measuring/estimating accurately
  - imperial/metric measuring scales
  - advising/negotiating price and payment options

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<td>How can information be collected, analysed and organised?</td>
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</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Arranging product services and repairs requires activities to be planned and organised.</td>
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</tr>
<tr>
<td>How can team work be applied?</td>
<td>Working with others to provide advice and services requires team work.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Estimating quantities of materials requires the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Identifying service/repair process needed requires problem solving skills.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Operation of store products and machinery requires the use of technology.</td>
<td>2</td>
</tr>
</tbody>
</table>
Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.
It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.
Unit WRRSS7B can be assessed with other units that make up a particular job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A retail work environment
• Relevant sources of product information
• Relevant documentation, such as:
  • store policy and procedures manuals
  • industry codes of practice and relevant legislation
  • occupational health and safety legislation/regulations/codes of practice
• Access to an appropriate range of hardware products
• Access to a range of customers with different requirements
• Measuring tools and equipment
WRRSS20A Recommend specialised products and services

This unit builds on unit WRRS2B Advise on products and services. It includes the application of specialised product knowledge to provide advice to customers and other sales staff, with regard to specific product features, technical characteristics, warranties and prices. It also includes the provision of information on company/enterprise services and repairs.

### Elements of Competency

<table>
<thead>
<tr>
<th></th>
<th>Research product range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Product and service range correctly identified.</td>
</tr>
<tr>
<td>1.2</td>
<td>Knowledge of the location of product range accurately demonstrated.</td>
</tr>
<tr>
<td>1.3</td>
<td>Operation of inventory system accurately demonstrated.</td>
</tr>
<tr>
<td>1.4</td>
<td>Product knowledge developed by accessing relevant sources of information.</td>
</tr>
<tr>
<td>1.5</td>
<td>Knowledge and application of manufacturer technical information and specifications of product range developed.</td>
</tr>
<tr>
<td>1.6</td>
<td>Use/operation of products accurately demonstrated according to company/enterprise policy.</td>
</tr>
<tr>
<td>1.7</td>
<td>Comparisons between products and services researched and accurately applied according to product information.</td>
</tr>
<tr>
<td>1.8</td>
<td>Knowledge of relevant legislative requirements accurately demonstrated.</td>
</tr>
<tr>
<td>1.9</td>
<td>Product information conveyed to other staff members as required.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>2 Recommend specialised products and services</td>
<td>2.1 Customer needs accurately identified and evaluated to provide advice on product suitability to assist buying decisions.</td>
</tr>
<tr>
<td></td>
<td>2.2 Suitability of products/materials determined according to customer requirements and manufacturer specifications.</td>
</tr>
<tr>
<td></td>
<td>2.3 Accurate advice provided on product specifications to meet customer requirements according to legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Features and benefits of products accurately conveyed to customers to assist buying decisions.</td>
</tr>
<tr>
<td></td>
<td>2.5 Use/operation of products demonstrated or explained to customers in a systematic manner as required to create a buying environment.</td>
</tr>
<tr>
<td></td>
<td>2.6 Correct measuring, fitting and/or sizing procedures applied as relevant to the product.</td>
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<tr>
<td></td>
<td>2.7 Maintenance and care requirements of product accurately explained to customer as relevant to the product.</td>
</tr>
<tr>
<td></td>
<td>2.8 Safety features and safe usage of product clearly explained to customer as relevant to the product.</td>
</tr>
<tr>
<td></td>
<td>2.9 Sales opportunities maximised by use of add on and complementary sales techniques.</td>
</tr>
<tr>
<td></td>
<td>2.10 Quantities of product required accurately estimated.</td>
</tr>
<tr>
<td>3 Advise on product warranties</td>
<td>3.1 Comparisons between products and /manufacturer warranty terms clearly explained to customer.</td>
</tr>
<tr>
<td></td>
<td>3.2 Individual product warranty terms and conditions confirmed by accessing relevant sources of information and accurately conveyed to customers.</td>
</tr>
<tr>
<td></td>
<td>3.3 Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to legislative requirements and company/enterprise policies and procedures.</td>
</tr>
<tr>
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</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>4 Quote on price and payment options</td>
<td>4.1 Company/enterprise recommended pricing for various product/service options accurately calculated and conveyed to customer according to legislative requirements.</td>
</tr>
<tr>
<td>4.2 Individual product prices negotiated where appropriate according to pricing determinants and company/enterprise policy.</td>
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</tr>
<tr>
<td>4.3 Payment/credit options accurately conveyed to customers and a preferred option negotiated following company/enterprise procedures.</td>
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<tr>
<td>5 Advise on and arrange product service and repair</td>
<td>5.1 Customer advised on company/enterprise range of services and repairs according to company/enterprise policy and procedures.</td>
</tr>
<tr>
<td>5.2 Customer questioned to determine nature of problem.</td>
<td></td>
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<tr>
<td>5.3 Problem diagnosed in terms of operator/equipment faults.</td>
<td></td>
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<tr>
<td>5.4 Solutions offered according to nature of problem, available product information and company/enterprise policy.</td>
<td></td>
</tr>
<tr>
<td>5.5 Service/repair process identified and accurately described to customer as required, according to company/enterprise policy.</td>
<td></td>
</tr>
<tr>
<td>5.6 Price and timelines for basic service/repairs identified and quoted to customer where applicable.</td>
<td></td>
</tr>
<tr>
<td>5.7 Customer details identified and accurately transcribed to service report, according to company/enterprise procedures and legal requirements.</td>
<td></td>
</tr>
<tr>
<td>5.8 Item for repair labelled and securely stored according to company/enterprise policy.</td>
<td></td>
</tr>
<tr>
<td>5.9 Service organised in line with availability, customer requirements and legislative requirements.</td>
<td></td>
</tr>
<tr>
<td>5.10 Customer notified without undue delay on arrival/completion of service/repair.</td>
<td></td>
</tr>
<tr>
<td>5.11 Follow up action taken as necessary to ensure customer satisfaction.</td>
<td></td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Company/enterprise policy and procedures in regard to selling products and services
- Company/enterprise merchandise/service range
- Relevant sources of information may include:
  - supplier product leaflets
  - company/enterprise or trade product manuals
  - manufacturer brochures and specifications
  - catalogues
  - trade shows
  - Internet
  - customer feedback
  - designated staff members
  - contacting suppliers direct
- Legislative requirements may include:
  - consumer law
  - pricing procedures including Goods and Services Tax (GST) requirements
  - censorship, licensing and copyright laws
  - Trade Practices and Fair Trading Acts
  - sale of second hand goods
  - occupational health and safety
  - industry codes of practice
  - privacy laws
  - customs regulations
- Customers may include:
  - people with routine or special requests
  - people with special needs
  - regular and new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
  - individuals or organisations
- Customer requirements may include:
  - usage requirements
  - existing skills and knowledge
  - experience/professional/hobby needs
  - colour preferences/style
**Range of Variables**

- durability/function/usage
- fashion/preference
- health factors
- lifestyle
- price
- size
- culture/ethnicity
- interests
- age suitability

- Product information may include:
  - brand options
  - materials/ingredients/composition
  - manufacturing process/construction
  - design features
  - quality
  - price
  - accessories
  - workmanship
  - component parts
  - safety features/toxicity
  - available styles/sizes/colour range
  - operation
  - storage and care requirements
  - country of manufacture
  - energy efficiency
  - environmental considerations/recycled products
  - age suitability and rating
  - performance
  - durability
  - warranties
  - health and hygiene
  - supply and availability
RANGE OF VARIABLES

- Price negotiation may include:
  - price matching
  - individual discounts
  - adding value to purchase
  - bulk discounts

- Company/enterprise service range may include:
  - product service and repairs
  - materials measuring and cutting
  - delivery
  - installation
  - insurance facilities

- Diagnosis of problems may occur:
  - face to face
  - telephone
  - correspondence (electronic or postal)

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and advice on warranties and insurance policies where applicable.

- Consistently applies company/enterprise policies and procedures and industry codes of practice in regard to sales/customer service procedures.

- Accurately advises customers and informs sales team members of company/enterprise range of products, their features and benefits, performance, complementary products, product availability and warranties.

- Accurately advises customers and sales team members on operation, storage and use of products.

- Accurately estimates and quotes on quantities of product required, as relevant to the product and customer requirements.

- Successfully negotiates and administers price and payment options with customers as per company/enterprise policy and procedures.

- Advises on and arranges for company/enterprise services, internal and external, including repairs, in accordance with company/enterprise policy and procedures.
**EVIDENCE GUIDE**

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below.

Knowledge of:

- Company/enterprise policies and procedures, in regard to:
  - sales/customer service, up-selling, on-selling
  - methods of dealing with special needs/requests of customers
  - customer complaints
  - price negotiation and payment options
  - services and repairs
- Company/enterprise product range
- Pricing procedures including Goods and Services Tax (GST) requirements
- Manufacturer technical information
- Product/manufacturer warranty terms and conditions
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

- Interpersonal communication
- Handling customers with special needs, including difficult or abusive customers
- Negotiation
- Literacy skills in the following areas:
  - reading and understanding product information and specifications
  - writing order specifications and delivery details
- Numeracy skills in the following areas:
  - measuring/estimating accurately
  - advising/negotiating price and payment options

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.
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<td>Calculating and quoting on service and repairs requires the use of mathematical ideas and techniques.</td>
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<td>How can problem solving skills be applied?</td>
<td>Determining suitability of products to meet customer needs requires problem solving skills.</td>
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<td>How can the use of technology be applied?</td>
<td>Ordering product and completing payment options may require the use of technology.</td>
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EVIDENCE GUIDE

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRSS20A can be assessed with other units that make up a particular job function.
Evidence Guide

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Written or oral answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant sources of product information
- Relevant documentation, such as:
  - company/enterprise policy and procedures manuals
  - industry codes of practice and relevant legislation
  - occupational health and safety legislation/regulations/codes of practice
- Access to an appropriate range of products
- Access to a range of customers with different requirements