



**Australian Government**

# **ICPSUP235 Lift loads mechanically**

**Release: 1**

## ICPSUP235 Lift loads mechanically

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to safely use basic lifting equipment such as slings, ropes, shackles, eye bolts and spreader beams.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Attach lifting gear to loads	1.1 All work is undertaken safely and to prescribed procedures 1.2 Load is inspected and best lifting method determined for weight and shape 1.3 Appropriate load shifting equipment is selected 1.4 Lifting gear is inspected and damaged or worn items are labelled and rejected 1.5 Where appropriate, safe working loads are calculated to Australian Standards 1.6 Lifting gear is attached to load in an appropriate and safe manner, and to specifications where required

ELEMENT	PERFORMANCE CRITERIA
2. Move loads	<p>2.1 Load moving is performed to acceptable, safe working practices, Australian Standards, codes of practice and specifications</p> <p>2.2 Lifting gear is connected to load mover using safe and appropriate techniques</p> <p>2.3 Appropriate communication and signals are used to coordinate load movement safely</p> <p>2.4 Load is grounded or put down in a safe and stable manner according to prescribed procedure</p> <p>2.5 All lifting gear is detached from load mover and load</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 2.4	<ul style="list-style-type: none"> <li>Recognises text within job specifications and follows written instructions</li> </ul>
Writing	1.4	<ul style="list-style-type: none"> <li>Damaged or worn items are labelled</li> </ul>
Oral Communication	2.3	<ul style="list-style-type: none"> <li>Incorporates verbal signals and whistles to coordinate load movement in a safe manner</li> </ul>
Numeracy	1.2, 1.5, 2.1	<ul style="list-style-type: none"> <li>Uses simple mathematical formulas to calculate loads and holding capacity of various equipment</li> </ul>
Navigate the world of work	1.1, 1.5, 1.6, 2.1-2.4	<ul style="list-style-type: none"> <li>Takes some personal responsibility for adherence to legal and regulatory requirements, with specific reference to safe working practices</li> </ul>
Get the work done	1.2-1.4, 2.5	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles resources required</li> <li>Follows clear, step-by-step instructions or procedures to address a small set of identified, routine problems directly relevant to own role</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> <li>Understands purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP235 Lift loads mechanically	ICPSU235C Lift loads mechanically	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>