



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICPSU455C Supervise and schedule work of others**

**Revision Number: 1**

## ICPSU455C Supervise and schedule work of others

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to supervise and schedule the work of a team or individuals.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to supervision and work scheduling for a team leader in charge of a section or shift.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

### Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and implement work schedules	1.1. Tasks and/or jobs are identified and prioritised according to the overall production schedule 1.2. Timelines, personnel and equipment are identified for each job and task 1.3. Schedules are communicated logically and in an easily understood manner 1.4. Changes to schedules are implemented through reorganisation of priorities, with reasons being clearly conveyed to the team or individuals 1.5. Priority of tasks is communicated to the team or individuals
2. Monitor performance of tasks	2.1. Required standard is effectively communicated to the team or individuals to ensure understanding of the allotted task 2.2. Instruction or support to achieve required standard is provided as necessary 2.3. Standard of performance is monitored, including quality standards, to ensure achievement of outcomes and is reported according to enterprise procedures 2.4. Completion times of tasks/jobs are monitored and scheduling is adjusted as appropriate
3. Monitor and support development of teams or individuals	3.1. Individual team or worker performance is monitored to determine effectiveness and is reported according to enterprise procedures 3.2. Support is provided to individuals or teams to ensure full participation 3.3. Procedures are provided to assist interaction and feedback on effectiveness between teams and individuals
4. Monitor the application of OHS in the work area	4.1. Implementation of standards, both OHS and environmental, is monitored to determine safety in the work area requirements 4.2. Strategies for prevention or correction of problems are determined from the monitoring process 4.3. Recommendations for prevention or correction are made in order to achieve established standards
5. Communicate with management, work teams and individuals	5.1. All information affecting work is explained logically and in an easily understood manner to team coordinators, teams or individuals where appropriate

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	5.2. Effective and appropriate information provision is carried out with management and/or external personnel 5.3. Written reports are concise and conform to enterprise procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by effectively communicating with management and/or external personnel
- collecting, analysing and organising information by accessing data about production processes and abilities of workers and customer demands and using these effectively in scheduling
- planning and organising activities by monitoring the performance of tasks and adjusting scheduling
- teamwork when establishing procedures that enable feedback from workers and encouraging suggestions that might enhance production
- mathematical ideas and techniques by calculating job times and manipulating scheduling to make most efficient use of personnel and equipment
- problem-solving skills by adjusting schedules to meet contingencies
- use of technology by using production scheduling and office software

#### Required knowledge

- OHS standards
- responsible person for OHS standards in the workplace
- reporting procedures that are necessary with OHS matters
- planning and implementing work schedules
- determining priority of jobs
- work scheduling procedures that are used within the organisation
- scheduling changes
- standards monitoring
- information that is reported in performance monitoring
- responsibility for providing instruction to achieve the required standard
- staff and workforce development
- performance monitoring of teams or individuals on performance
- enhancing individual performance
- changes that can be made to enhance team performance
- advantage of providing written reports to management

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• effective scheduling and supervision of a team or individuals</li> <li>• produce a portfolio that demonstrates that each element has been carried out. This can include rosters, schedules, quality related documentation and testimonials from superiors and workers being supervised</li> <li>• evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• ICPSU351C Undertake basic production scheduling.</li> </ul>

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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, if used in the performance criteria, is detailed below. 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) may also be included.</p>	
<p><i>Degree of autonomy</i> may include:</p>	<ul style="list-style-type: none"> <li>the competencies relate to personnel who work independently and may be responsible for a number of employees or in charge of a shift.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Support
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## Co-requisite units

<b>Co-requisite units</b>		