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SFI04
Seafood Industry Training Package
Imported Units of Competency (RTD to WRR)
Volume Vb of VI

**Volume
Vb of VI**



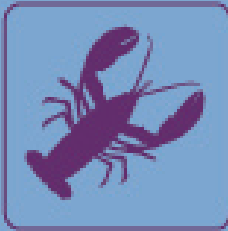
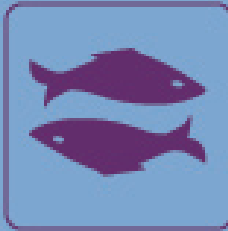
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Science and Training**



SFI04

Seafood Industry Training Package

Volume Vb of VI

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Qualifications Framework

Assessment Guidelines

Imported Units of Competency (RTD to WRR)

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Volume III:	Fisheries Compliance Stream
Volume IV:	Seafood Processing and Seafood Sales and Distribution Streams
Volume Va:	Imported units of competency (BCC to RTD)
Volume VI:	Qualifications in Environmental Management for the Seafood Industry

This document comprises Volume Vb of the endorsed components of SFI04 Seafood Industry Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Endorsed by the National Training Quality Council in January 2004. This Training Package is to be reviewed by January 2007.

SFI04 Seafood Industry Training Package

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Important information for users

The imported units contained in Volume V come from a range of Training Packages. Users should refer to the Introduction of any of the other Volumes for advice on contextualising units of competency.

Users are also reminded that in using an imported unit, they must abide by the guidelines of the originating Training Package to which it belongs for example prerequisite and corequisite requirements.

Due to space constraints, units from the Business Services Training Package have not been included. They can be purchased separately from Australian Training Products Limited (www.atpl.net.au) or obtained from the National Training Information System online database (www.ntis.gov.au).

Maritime units, relevant to vessel Certificates of Competency are included in the relevant Volumes.

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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	<p>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.</p> <p>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.</p> <p>2.3 A program of works is prepared to provide a sequential allocation of resources and work tasks to meet the project contract timelines.</p> <p>2.4 Timelines are developed for site establishment, the establishment period and maintenance of works.</p> <p>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.</p> <p>2.6 Where required, special project works related to habitat resource development and enhancement are included in the staged implementation plan.</p>
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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 the enterprises management, or a private individual, company, community group, government agency or a combination of these entities.
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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.
What biophysical and other factors may affect the site to be revegetated?	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.
What environmental considerations may affect the work priorities?	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.

What historical modifications may influence the plan for revegetation works?	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.
What OHS hazards may be identified as part of the planning for revegetation works?	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
What controls may be introduced to minimise the risk of OHS hazards?	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.
Why is forward planning required for plant availability?	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.
What tools and equipment may be required for the revegetation works?	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.

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 ?	<p>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.</p> <p>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.</p>
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.

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:

- 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.

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.

RTD4205A Set out conservation earthworks

This competency standard covers the process of setting out of conservation earthworks on rural lands. Conservation earthworks are low engineering standard structures which require specialised pegging/marking techniques to ensure construction can be completed to design specifications and dimensions. It requires the ability to interpret plans and specifications, relate plan to site, and peg the project. Setting out conservation earthworks requires a knowledge of different types of survey equipment and staffs, civil engineering and survey techniques, levels and levelling, earthmoving principles, principles of native topsoil conservation, interpretation of plans, and general and technical specifications.

Element		Performance Criteria	
1	Interpret plans and specifications	1.1	Overall plan is determined in consultation with landholder and surveyor.
		1.2	Earthworks specifications are established in consideration of desired outcome and prevailing conditions.
		1.3	Plan is accurately verified in line with job requirements.
2	Relate plan to site	2.1	Key plan points are located on site.
		2.2	Additional features identified on site plan.
		2.3	Site issues which affect survey and pegging are identified and recorded.
3	Peg project	3.1	Pegging sequence is established in consultation with the site surveyor.
		3.2	Site dimensions are measured in compliance with job specification.
		3.3	Peg locations are established using prescribed methods.
		3.4	Earthworks are pegged in line with project specification.
		3.5	All construction personnel are advised of pegging and the need for site integrity.

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 levels of site dimensions may be established?	Tilting, automatic, laser.
Which construction personnel may be included?	Landholder, surveyor, plant operators, regulatory personnel.
What types of locating methods may be included?	Wooden pegs, marking tape, ripper marks, blaze marks, spray packs/paint.
What types of pegged works may be included?	Dams, banks, waterways, access tracks, sediment traps, detention basins, flumes.

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 pegging conservation earthworks requires evidence that conservation earthworks have been satisfactorily set out from plans and specifications according to enterprise guidelines and industry best practice. The skills and knowledge required to peg conservation earthworks must be **transferable** to a range of work environments and contexts. For example, this could include different types of earthworks, topography and plans and specifications.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Different types of survey equipment and staffs.• Civil engineering and survey techniques.• Erosion control and design principles.• Principles of native topsoil conservation and protection.• Levels and levelling.• Earthmoving principles.• Interpretation of plans and general and technical specifications.
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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:

- Interpret plans and specifications.
- Relate plan to site.
- Peg project.
- Protect 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?	By discussing verbally or in writing conservation earthworks set out with supervisors and others.
2. How can information be collected, analysed and organised (2) ?	Setting out conservation earthworks will require information to be collected, analysed and organised by consultation with others and research of existing resources.
3. How are activities planned and organised (2) ?	Set out activities are planned and organised according to plans and specifications.
4. How can team work (2) be applied?	Setting out conservation earthworks will require coordination of self and others in a team.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to setting out and measurement can be applied.
6. How can problem-solving skills (2) be applied?	During set out of conservation earthworks, technical, organisational problems may arise requiring innovative solutions.
7. How can the use of technology (2) be applied?	Surveying technology may 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.

RTD4207A Supervise on-site implementation of conservation earthworks

This competency standard covers the implementation of conservation earthworks and erosion and sediment control plans on rural lands and construction sites, and includes the supervision of work teams, earthmoving operators and contractors. It requires the ability to plan and direct efficient implementation of earthworks, and measure and monitor job specifications. Supervising on-site implementation of conservation earthworks requires a knowledge of erosion and sediment control standards and principles, native topsoil protection and rehabilitation principles, appropriate supervision techniques, relevant legislation, earthmoving and machine operation principles, engagement of subcontractors/equipment, skills and expected outcomes, work sequence knowledge, and quality assurance systems, processes and practices.

Element	Performance Criteria
1 Plan efficient implementation of works	<div data-bbox="759 978 1414 1529"> <p>1.1 Plans and specifications are reviewed and related to the works site.</p> <p>1.2 Economics of operation are maximised through the deployment of trained personnel and equipment selection.</p> <p>1.3 Work sequences are planned and recorded in line with proposed work schedule.</p> <p>1.4 Materials are ordered to complete proposed works in line with construction schedule.</p> <p>1.5 Compliance with established regulatory planning and environmental legislation is maintained.</p> </div>
2 Direct implementation of planned works	<div data-bbox="759 1576 1414 1968"> <p>2.1 Equipment and personnel deployment ensures structurally sound works in line with earthworks planned.</p> <p>2.2 Job specifications and regulatory requirements are achieved in accordance with the plan or necessary modification.</p> <p>2.3 Modified techniques are adopted to minimise the effect of site limitation in achieving job requirements.</p> </div>

		2.4	Safe machine operations are monitored to ensure they meet relevant OHS requirements.
3	Monitor job specifications	3.1	Progressive job checking results in achieving job specifications, contracts and targets.
		3.2	Instructions to plant operators ensure high finishing standards to earthworks.
		3.3	Modifications are made to job specifications in consultation with the landholder or works supervisor.

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, natural resource management.
Which industry sector people may be included?	Construction supervisors, site superintendents, site managers, gangers, forest supervisors and foresters.
Which machine deployment issues may be included?	Use of available equipment in lieu of best equipment.
Which specified techniques may be included?	Soil compaction testing equipment, soil classification, soil permeability, soil dispersion tests.
Which types of projects may be included?	Erosion control projects, farm dam construction, rural road construction, access track construction, utilities installation, stream bank stabilisation, subdivisions, highways, housing construction, infrastructure development, irrigation projects, forest harvesting operations, plantation establishment and management.

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 on-site implementation of conservation works requires evidence that conservation works have been satisfactorily supervised according to enterprise guidelines and industry best practice. The skills and knowledge required to supervise on-site implementation of conservation works must be **transferable** to a range of work environments and contexts. For example, this could include different construction methods, machinery, contractors and contractual arrangements.

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:

- Erosion and sediment control standards and principles.
- Natural areas topsoil protection and rehabilitation principles.
- Appropriate supervision techniques.
- Relevant legislation.
- Safety.
- Erosion control and design principles.
- Sediment control principles.
- Earthmoving principles.
- Principles for machine operation.
- Engagement of subcontractors/equipment, skills and expected outcomes.
- Work sequence knowledge.
- Equipment most suitable to the constructing of erosion and sediment control works.
- Quality Assurance systems, processes and practices

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 efficient implementation of works.
- Protect natural areas from damage.
- Direct the implementation of planned works.
- Monitor job specifications.

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.

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| 1. How can communication of ideas and information (3) be applied? | By discussing supervision issues at meetings or formally in writing with clients and stakeholders. |
| 2. How can information be collected, analysed and organised (3) ? | Supervising on-site implementation of conservation works will require detailed information to be collected, analysed and organised by research and consultation. |
| 3. How are activities planned and organised (3) ? | Supervising on-site implementation of conservation works requires extensive planning and organising of conservation earthworks resources. |
| 4. How can team work (3) be applied? | Supervising on-site implementation of conservation works will require development and management of work teams to achieve outcomes. |
| 5. How can the use of mathematical ideas and techniques (2) be applied? | Mathematical techniques relating to data gathering and interpretation can be applied. |
| 6. How can problem-solving skills (3) be applied? | While supervising on-site implementation of conservation works, technical, organisational and cultural problems may arise requiring complex solutions. |
| 7. How can the use of technology (0) be applied? | Not applicable. |
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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 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.

RTD4303A Prepare safe operating procedures for calibration of equipment

This competency standard covers the process of preparing enterprise procedures for the calibration of equipment used in the application of weed control chemicals and bioagents. It requires the ability to identify needs, compile relevant information and prepare procedures for calibration. Preparing safe operating procedures for calibration of equipment requires knowledge of relevant legislation, chemical handling and application, occupational health and safety issues involved in calibration and mechanical and electronic controls on application equipment.

Element		Performance Criteria	
1	Identify needs	1.1	Equipment requiring calibration procedures is identified correctly in line with manufacturers' instructions, enterprise practice and regulatory requirements as appropriate.
		1.2	Skill levels of operators relating to calibration are assessed in consultation with operators and supervisors where appropriate.
2	Compile relevant information	2.1	Information required for procedures is acquired from appropriate sources .
3	Prepare procedures	3.1	Information in procedures complies with relevant regulatory requirements, manufacturers' instructions and industry practice as applicable.
		3.2	Procedures are in a form clearly understandable to the intended users.
		3.3	Occupational Health and Safety issues relevant to the activities in the procedures are made clear to the users.

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.

Which skills relevant to calibration are included?	Numeracy skills to carry out calculations and literacy skills to follow procedures.
What is the legislation relevant to this standard?	Protection of the environment, Occupational Health and Safety and regulating the use of weed control agents.
How are sources of information to be accredited?	According to relevant legislation where required.
What may be included in the means of presentation?	Written notes, videotapes and work sheets.

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 calibration procedures requires evidence that a set of calibration instructions and guidelines has been developed that complies with industry and enterprise standards and expectations. The skills and knowledge required to design calibration procedures must be **transferable** to a range of work environments and contexts. For example, this could include different spray equipment, chemicals to be applied and land use situations.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Relevant legislation. • Chemical handling and application. • Occupational health and safety issues involved in calibration. • Mechanical and electronic controls on application equipment.
What specific skills are needed to achieve the	To achieve the performance criteria, some complementary skills are required. These skills include

performance criteria?

the ability to:

- Identify needs for calibration.
 - Compile relevant information.
 - Analyse tasks involved in calibration.
 - Prepare procedures for calibration clearly and accurately in a manner suited to the users.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Through operators, supervisors, suppliers and others. |
| 2. How can information be collected, analysed and organised (3) ? | From a variety of sources such as extensions officers, government departments and chemical and equipment suppliers. |
| 3. How are activities planned and organised (1) ? | According to industry best practice and OHS guidelines. |
| 4. How can team work (1) be applied? | As part of overall spraying operation. |
| 5. How can the use of mathematical ideas and techniques (3) be applied? | Setting out calculations required for calibration. |
| 6. How can problem-solving skills (3) be applied? | By sourcing information, analysing task and preparing procedures. |
| 7. How can the use of technology (3) be applied? | Obtaining, storing, retrieving and communicating information. |
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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 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.

RTD4402A Define the pest problem in a local area

This competency standard covers the process of defining the pest problem in a local area. It requires the ability to define the land use process for the local area affected by the target pest problem, analyse the pest problem in the local area, determine critical control points for management of the pest problem and document and collate the impacts of the pest. Defining the pest problem in a local area requires knowledge of pest biology, land management processes, production processes, relevant legislative and regulatory requirements and environmental protection legislation.

Element	Performance Criteria
1 Define the <i>land use</i> process for the local area affected by the target <i>pest</i> problem	1.1 Consultation with local land users and other relevant stakeholders in the affected area is documented.
	1.2 Desired land management and/or production outcomes are identified.
	1.3 Performance criteria for measuring local land management and/or production outcomes are determined.
	1.4 Critical activities required to achieve the desired outcomes are identified.
	1.5 Local land management and/or production process is mapped against the annual planning cycle.
	1.6 Local land management and/or production process budget is determined.
2 Analyse the pest problem in the local area	2.1 Target pest population distribution within the affected local area is determined in consultation with stakeholders.
	2.2 Target pest population data supplied by stakeholders is validated.
	2.3 Other relevant data on target pest population are obtained.
	2.4 Factors which influence the target pest population and distribution within the local area are described.
	2.5 Pest life cycle is documented.

3	Determine critical control points for management of the pest problem	3.1	Periods of greatest risk in the local land management and/or production process are identified in consultation with stakeholders.
		3.2	Periods of target pest vulnerability within the life cycle are identified.
		3.3	Local land management and/or production process map and target pest life cycle map are consolidated.
		3.4	Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders .
4	Document and collate the impacts of the pest	4.1	Economic losses resulting from the pest presence are measured or estimated in consultation with stakeholders.
		4.2	Environmental impacts from the pest presence are measured or estimated in consultation with stakeholders.
		4.3	Potential risks relating to exotic disease are defined.
		4.4	Pest problem is documented according to industry and enterprise standards and guidelines.

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.

What land use processes may be relevant	Cropping, grazing, intensive husbandry, aquaculture
What pests may be relevant to this competency standard?	Weeds, molluscs, and vertebrate pests.

Which relevant Federal or State legislation and local regulations may be included?	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.
Which types of land uses may be included?	Agricultural production, forestry, nature and wildlife reserves, heritage areas and recreation.
What forms of land value may be relevant?	Economic and environmental value.
Who might the other stakeholders referred to in this standard be?	Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values and public health values.
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.
How may supporting and validating data be obtained?	From direct observation, satellite information, GIS and air-flown MSS.
What other relevant data on target vertebrate pest population may be covered?	Diseases, dietary habits, antibodies, viruses and ageing.
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.
What other relevant data on target weed populations may be covered?	Disease and vectors.
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 fish stocks, 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.
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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 defining the pest problem in a local area requires evidence that an analysis of pest problem has been completed and documented according to industry and enterprise standards and expectations. The skills and knowledge required to define the pest problem in a local area must be **transferable** to a range of work environments and contexts. For example, this could include different pests and local areas.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Pest biology. • Land management processes. • Production processes. • Relevant legislative and regulatory requirements. • Environmental protection legislation.
What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</p> <ul style="list-style-type: none"> • Define the land use process for the local area affected by the target pest problem. • Analyse the pest problem in the local area. • Determine critical control points for management of the pest problem. • Document and collate the impacts of the pest. • Analyse local problems. • Plan strategically for local context. • Communicate with local land users.

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?	Establishing and maintaining consultation and liaison processes with land users and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Collecting and analysing local data relating to pest activities.
3. How are activities planned and organised (2) ?	Organising survey and pest management activities.
4. How can team work (1) be applied?	Working with local landholders.
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 data and defining the scope of the problem.
7. How can the use of technology (1) be applied?	Collating data, documenting findings and developing 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.

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.

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.

Element		Performance Criteria	
1	Determine land management/production objectives	1.1	Land users' and other stakeholders are consulted regarding local objectives.
		1.2	Objectives address major land uses and production activities in the local area affected by the impacts of the target pests .
		1.3	Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.
		1.4	Objectives comply with National, State and regional legislation and regulations .
		1.5	Objectives support strategies for land and pest management.
2	Estimate costs and advantages for management units	2.1	The diversity of land management and production values that the target pests affect within the local 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 estimated.
		2.3	The likely costs 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	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 and aquaculturists, 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 aquaculture production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
What pests are relevant to this competency standard?	Weeds, vertebrate or invertebrate pests.
Which relevant Federal/State legislation and local regulations may be included?	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.
What strategies may be relevant to this competency standard?	Local, regional, State and National strategies including those for designated pest species.
Which management units may be included?	Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.
What forms of production value may be relevant?	Economic and environmental value.
What management options may be included?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What methods and techniques 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).

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.
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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.

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.

RTD4404A Develop monitoring procedures for the local pest management strategy

This competency standard covers the process of developing monitoring procedures for local pest strategies. It requires the ability to develop data recording documents for monitoring the pest strategy, and to prepare monitoring schedules. Developing monitoring procedures for local pest strategies requires knowledge of pest biology, land use processes and relevant legislative, and regulatory requirements including environmental protection legislation.

Element		Performance Criteria	
1	Develop data recording documents for monitoring the pest strategy	1.1	Data obtained by local land users is assessed for relevance and usefulness in the monitoring system.
		1.2	Data required to monitor economic impacts of pests is determined.
		1.3	Data required to monitor environmental impacts of pests is determined.
		1.4	Data required to monitor pest abundance is determined.
		1.5	Data required to monitor pest strategy operating costs is determined.
		1.6	Documents for recording data are developed.
2	Develop monitoring schedules	2.1	Monitoring schedules are developed in accordance with the pest management strategy.

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.

What **types of pests** may be relevant to this competency standard?

Weeds, molluscs vertebrate pests.

What are the relevant Federal or State legislation and local regulations which may apply to this standard?	Environmental protection, vertebrate pests, noxious weeds, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, farm chemicals, 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.
What forms of land value may be relevant?	Economic and environmental value.
Which measures of potential or actual impact may be relevant to this competency standard?	Biological values, agricultural values, environmental values, recreational and social values and public health values.
What methods and techniques for determining vertebrate pest population distribution may be relevant to this competency standard?	Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), tracking pads and feeding stations.
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 land uses may be relevant?	Local agricultural and aquaculture production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
Who might other stakeholders be?	Land managers and aquaculturists in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
How might supporting and validating data be obtained?	By direct observation, GIS, satellite information and air-flown MSS.
What types of weeds might be relevant to this competency standard?	Economic and aesthetic weeds, both terrestrial and aquatic.
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 monitoring procedures for the local pest management strategy requires evidence that a procedure has been developed and is relevant to local area pest management strategy, and meets industry standards in format, content and presentation. The skills and knowledge required to develop monitoring procedures for the local pest management strategy must be **transferable** to a range of work environments and contexts. For example, this could include different pests, areas or monitoring 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:

- Pest biology.
- Land management processes.
- Production processes.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Monitoring procedures.

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:

- Analyse local problems.
 - Plan strategically for local context.
 - Report on and document analytical and strategic activities.
 - Communicate with local land users.
 - Develop data recording documents for monitoring the pest strategy.
 - Prepare monitoring schedules.
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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?	Establishing and maintaining consultation and liaison processes with local land users and stakeholders.
2. How can information be collected, analysed and organised (2) ?	Collecting and analysing pest management data relating to pest distribution.
3. How are activities planned and organised (3) ?	Planning and monitoring activities.
4. How can team work (2) be applied?	Working with local landholders.
5. How can the use of mathematical ideas and techniques (3) be applied?	Collating and determining significance of data.
6. How can problem-solving skills (2) be applied?	Analysing pest data and defining the scope of the problem.
7. How can the use of technology (2) be applied?	Collating data, documenting findings and developing 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.

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.

RTD4405A Coordinate the local pest management strategy

This competency standard covers the process of coordinating local pest management strategies. It requires the ability to determine the time period and milestones for the implementation of the local pest management strategy, determine specific objectives for the local pest management strategy, identify activities required to achieve specific objectives, estimate resources required to complete the required activities and develop an action plan to guide implementation of the strategic plan. Coordinating the local pest management strategy requires knowledge of land management and production processes, relevant legislative and regulatory requirements, pest control methods and techniques and community social and environmental issues.

Element	Performance Criteria
1 Determine the time period and milestones for the implementation of the local pest management strategy	1.1 Local stakeholders are consulted regarding time period and milestones.
	1.2 The time period complies with the objectives in the local management strategy.
	1.3 The time period is realistic to allow achievement of the objectives while taking account of target pest's life cycle and behaviour patterns, and local land management and production activity cycles.
	1.4 Milestones are aligned to critical control points in the target pest's life cycle and behaviour patterns, and the local and management and production activity cycles.
	1.5 Milestones identify a key, measurable point in the time period.
2 Determine specific objectives for the local pest management strategy	2.1 Objectives to be achieved at each milestone are defined in consultation with local land users.
	2.2 Performance criteria for objectives at each milestone are determined.
	2.3 Objectives and performance criteria are measurable.

3	Identify activities required to achieve specific objectives	3.1	Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.
		3.2	Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes and in accordance with relevant statutory and regulatory requirements.
		3.3	Monitoring and measurement activities are selected and scheduled to comply with the pest management strategy and in accordance with relevant statutory and regulatory requirements.
4	Estimate resources required to complete the required activities	4.1	Personnel required to carry out activities are estimated.
		4.2	Plant and machinery required to carry out activities are estimated.
		4.3	Materials required to carry out activities are estimated.
		4.4	Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders .
5	Develop an action plan to guide implementation of the strategic plan	5.1	The action plan documents the time period, milestones, objectives, activities, required resources and budget to implement the strategy.
		5.2	Potential contingencies are addressed in the action plan.
		5.3	Agreement to the action plan and commitment by other stakeholders is documented.

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.

What pests may be relevant to this competency standard?	Weeds, molluscs and vertebrate pests.
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Which land uses may be relevant?	Local agricultural and aquacultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
Which relevant Federal or State legislation and local regulations may be included?	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.
Which land values may be included?	Economic and environmental value.
Who might other relevant stakeholders be?	Land managers and aquaculturists in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values and public health values.
Which management options may be relevant?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).
What methods and techniques 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 vertebrate pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), weed control (poisoning, biological controls).
Which factors might affect pest population ?	Soil types, soil disturbance, climate and weather and land topography.
How might supporting and validating data be obtained?	Direct observation, satellite information, GIS, air flown MSS and aerial photography.
What weeds may be relevant to this standard?	Economic weeds, aquatic weeds and environmental weeds.

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.
What sorts of damage may be caused by pests?	Loss of pasture, loss of crops, loss of livestock, loss of fish stock, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.
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 comparative data may apply to this unit?	Reduction in damage and loss observed and regeneration observed.
What forms of documentation may be included?	Poisons register, MSDS and other relevant documents.
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 coordinating the local pest management strategy requires evidence that the planning of implementation of the strategy has been completed and costed within budget and according to industry and enterprise standards and expectations. The skills and knowledge required to coordinate the local pest management strategy must be **transferable** to a range of work environments and contexts. For example, this could include different pests, local areas or implementation of different pest management strategies.

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:

- Land management and production processes.
- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Social and environmental issues.

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:

- Determine the time period and milestones for the implementation of the local pest management strategy.
- Determine specific objectives for the local pest management strategy.
- Identify activities required to achieve specific objectives.
- Estimate resources required to complete the required activities.
- Develop an action plan to guide implementation of the strategic plan.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Manage time.
- Monitor budgets.
- Development documents and reports.

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?

Consulting and liaising with local land users.

2. How can information be collected, analysed and organised (2) ?	Analysing the local pest management strategy.
3. How are activities planned and organised (3) ?	Organising local land user participation in action plan development.
4. How can team work (2) be applied?	Working with local pest management team and stakeholders.
5. How can the use of mathematical ideas and techniques (1) be applied?	Interpreting data.
6. How can problem-solving skills (2) be applied?	Analysing local pest management strategy and developing relevant actions.
7. How can the use of technology (2) be applied?	Documenting action plans.

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.

RTD4406A Implement pest management action plans

This competency standard covers the process of implementing of pest management action plans at the local level. It requires an ability to schedule activities, estimate resources required to complete the work, brief and supervise employees or contractors (where necessary), consult stakeholders, coordinate contingency management activities, and report progress in relation to the pest management action plan. Implementing pest management action plans at a local level requires knowledge of pest biology, vectors, plant survey, ecological systems and production systems.

Element	Performance Criteria
1 Schedule pest management activities	<p>1.1 Activities identified in the action plan are scheduled within the monthly, weekly or daily work plans.</p> <p>1.2 Work time is allocated to complete the activities in accordance with the requirements of the action plan, and within realistic expectations.</p> <p>1.3 Employees or contracted personnel with relevant skills and competency are allocated for the completion of required activities.</p> <p>1.4 Plant, machinery, equipment and materials required to complete required activities are procured for the time the activities are to be carried out.</p> <p>1.5 Relevant stakeholders are consulted regarding the scheduling of activities.</p> <p>1.6 Relevant OHS standards and other Federal, State and local legislation & regulations are applied in the allocation and procurement of human and physical resources.</p> <p>1.7 Milestones are aligned to critical control points in the target pests' life cycle, behaviour patterns and the local land management and production activity cycles.</p>

		1.8	Measurable performance criteria for objectives at each milestone are determined.
		1.9	Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.
		1.10	Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements.
		1.11	Monitoring and measurement activities are selected and scheduled to comply with the vertebrate pest management strategy and in accordance with relevant statutory and regulatory requirements.
2	Estimate resources required to complete the required activities	2.1	Personnel required to carry out activities are estimated.
		2.2	Plant and machinery required to carry out activities are estimated.
		2.3	Materials required to carry out activities are estimated.
		2.4	Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders .
3	Brief employees or contracted personnel regarding the pest management activities	3.1	Employees or contracted personnel are informed of the requirements of the pest management plan and action plan.
		3.2	Employees or contracted personnel are informed of land owner/manager expectations and reporting and recording requirements.
		3.3	Employees or contracted personnel are advised of OHS standards and other statutory and regulatory requirements to be applied in carrying out the required activities.

4	Supervise employees or contracted personnel in carrying out the pest management activities	4.1	Plant, machinery and equipment are checked for serviceability in accordance with manufacturer's specifications and statutory and regulatory requirements.
		4.2	Materials are checked for compliance with OHS standards and other statutory and regulatory requirements.
		4.3	Personal protective equipment and clothing used or worn by employees or contracted personnel are checked for compliance with OHS standards and other statutory and regulatory requirements.
		4.4	Procedures and skills applied by employees and contracted personnel are monitored for compliance with OHS standards and other statutory and regulatory requirements.
		4.5	Feedback, advice and coaching are provided to employees and contracted personnel as required to improve or correct procedures and skills.
5	Coordinate contingency management activities	5.1	First aid procedures are initiated and coordinated in response to accident or injury to employees or contracted personnel.
		5.2	Relevant authorities are notified and arrangements made in the event of the need for rescue of injured employees or contracted personnel.
		5.3	Activities that are not carried out due to accidents, injury, other incidents or unfavourable conditions are rescheduled within the monthly, weekly or daily work plans.
6	Report progress in relation to pest management action plan	6.1	Reports and records supplied by employees and/or contracted personnel are received and assessed.

- 6.2 Reports and records are compiled and documented in accordance with employer or organisational requirements and statutory and regulatory requirements.
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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 types of land uses may be included?	Agricultural and aquacultural production, forestry, nature and wildlife reserves, community lands, heritage areas and recreation.
Which relevant Federal, State legislation and local regulations may be included?	Environmental protection, vertebrate pests, noxious weeds, 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.
What forms of land value may be relevant?	Economic and environmental value.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values and public health values.
Which management options may be included?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What methods and techniques 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 factors may affect vertebrate pest population ?	Food supply, habitat conditions, existing control by hunting and harvesting activities, climate and weather, water supply, natural predators, disease and parasites and land topography.
How might supporting and validating data be obtained?	By direct observation, GIS, air-flown MSS and satellite information.
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 sorts of damage or loss may be caused by pests?	Loss of pasture, loss of livestock, loss of crops, loss of native fauna, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality, pollution, increased incidence of disease vectors and reduced tourism.
What comparative data may be included?	Reduction in damage and loss observed and regeneration observed.
What forms of documentation may be relevant to this standard?	Poisons register, MSDS and other relevant documents.
What types of weeds may be relevant to this competency standard?	Economic weeds, aquatic weeds and environmental weeds.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing pest management action plans requires evidence that a pest management action plan has been appropriately scheduled, costed, communicated to staff and stakeholders, and effectively implemented and reported. The skills and knowledge required to implement pest management action plans must be **transferable** to a range of work environments and contexts. For example, this could include different pests, locations and implementation procedures and protocols.

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.
 - Pest control methods and techniques.
 - Integrated pest management.
 - Pest biology.
 - Social and environmental issues.
 - Contingency management principles.
 - First aid and rescue procedures.
 - Ecological systems.
 - Sustainable production systems.
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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:

- Plan and manage resources and time.
 - Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
 - Organise the work of others.
 - Record and report actions and work progress.
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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?	Communicating and negotiating work allocation with work team.
2. How can information be collected, analysed and organised (2) ?	Using the pest management strategy and action plans.
3. How are activities planned and organised (3) ?	Organising work schedules.
4. How can team work (3) be applied?	Working with work team and supporting team activities.
5. How can the use of mathematical ideas and techniques (2) be applied?	Allocating realistic time to pest management activities.
6. How can problem-solving skills (2) be applied?	Developing and implementing contingencies.
7. How can the use of technology (1) be applied?	Documenting work schedules and activities.

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.

RTD4407A Investigate a reported pest treatment failure

This competency standard covers the process of investigating cases of treatment failure as part of a program of pest management and control. It requires the ability to assess treatment failure and investigate and report on causes of failure. Investigating pest treatment failure requires a knowledge of pest treatment techniques, surveying population of pests, treatment characteristics and modes of action, basic statistical analysis and report preparation.

Element	Performance Criteria
1 Assess treatment failure	1.1 Pre treatment pest infestation levels are ascertained from monitoring program records where available.
	1.2 Post treatment population is ascertained from monitoring records and/or inspection.
	1.3 Expected pest population after treatment is determined from available information.
	1.4 Significance of difference between expected and monitored population analysed consistent with enterprise guidelines where appropriate.
	1.5 Treatment used and application technique ascertained from records and assessed against manufacturers instructions.
2 Investigate and report on causes of failure	2.1 Conditions impacting on effectiveness of treatment prevailing at time of treatment are ascertained from enterprise records where available.
	2.2 Known conditions at application are analysed against manufacturers' recommendations.
	2.3 Level of control required by project specifications or permit is compared against results.
	2.4 Report containing all relevant information known on application of treatment, operators' qualifications and results is produced following enterprise procedure.

- 2.5 Remaining product and report are returned to supplier or manufacturers agent for investigation if treatment appears to have been within guidelines

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.

What pests may be relevant to this competency standard?	Weeds, molluscs and vertebrate pests.
Which land uses may be relevant?	Local agricultural and aquacultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
Which relevant Federal, State legislation and local regulations may be included?	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.
What methods and techniques 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 vertebrate pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), weed control (poisoning, biological controls).
How might supporting and validating data be obtained?	Direct observation, satellite information, GIS, air flown MSS and aerial photography.
What weeds may be relevant to this standard?	Economic weeds, aquatic weeds and environmental weeds.

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 conditions might influence the effectiveness of treatment ?	Temperature, rainfall and other meteorological conditions (before, during the after application), target pest species, target pest growth stage, treatment history of area, mixing and application procedures, mixing water quality and calibration of application equipment.

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 investigating treatment failure requires evidence that a review of treatment failure has been undertaken, the cause/s identified and a report prepared according to enterprise and industry standards. The skills and knowledge required to investigate treatment failure must be **transferable** to a range of work environments and contexts. For example this could include different pests and treatments.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Pest treatment techniques.• Surveying population of pests.• Treatment characteristics and modes of action.• Basic statistical analysis.• Report preparation
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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:

- Organise information in a clear manner leading to logical and defensible conclusions.
- Write clear, concise reports.
- Retrieve data from enterprise records.
- Analyse statistics on pest populations.
- Assess treatment failure.
- Investigate and report on causes of failure.

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?	In clear, logical reports.
2. How can information be collected, analysed and organised (3) ?	Population counts and data analysis.
3. How are activities planned and organised (2) ?	Organising inspections and carrying out investigations.
4. How can team work (3) be applied?	Reviewing treatment performance and conditions at treatment.
5. How can the use of mathematical ideas and techniques (3) be applied?	Analysing target plan populations, predicted populations after treatments and survival rates.
6. How can problem-solving skills (3) be applied?	Establishing treatment performance and possible causes of poor results.
7. How can the use of technology (2) be applied?	Communicating and analysing records and producing reports using word processors.

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.

RTD4501A Contribute to the proposal for a negotiated outcome for a given area of country

This competency standard covers the process of supporting and contributing to the development of a proposal for a negotiated outcome for a given area of country. It requires the ability to gather information to support the proposal for a negotiated outcome for a given area of land, contribute to the development of the proposal, and provide feedback on the development of proposal. Contributing to the proposal for a negotiated outcome for a given area of country requires a knowledge of cultural customs and heritage, relevant legislation, community organisations, roles of different organisations in land and sea management, and land and sea management techniques and approaches.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Element	Performance Criteria
1 Gather information to support the proposal for a negotiated outcome for a given area of land	1.1 Information required to support the proposal development is identified, gathered, recorded and stored as required.
	1.2 Legislation and government policies and/or plans of management relevant to the proposal are reviewed.
	1.3 Consultation about the proposal is undertaken with stakeholders according to community protocols.
	1.4 Areas of conflict between the different legislation and traditional customs are identified and notified to the proposal developer according to community protocols.
	1.5 The scope of available alternatives for management and/or resolution of land, rivers, lakes and sea use issues are defined.
	1.6 A description of the types of circumstances under which different alternatives can be applied is outlined.

		1.7	Processes that can be used to implement alternatives are defined and related to both mainstream ideas and culturally appropriate approaches for the area.
2	Contribute to the development of the proposal	2.1	Information relating to the expected outcomes of the proposal is identified, gathered, recorded, stored and analysed.
		2.2	Information relating to the proposal development is identified, gathered, recorded, stored and analysed during its development as required.
		2.3	Information relating to the expected outcomes of the proposal is related to stakeholders during proposal development process.
		2.4	Main characteristics of any relevant State or Territory and Commonwealth Native Title Legislation and Lands Acts that apply to given area of country are identified.
		2.5	The implications of Native Title on given area of country are detailed using appropriate formats.
3.	Provide feedback on the development of proposal	3.1	Oral or written feedback on the proposal is provided to the proposal developer.
		3.2	The proposal is explained to key stakeholders using appropriate formats according to community protocols.

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.

Which relevant laws, regulations and policies may be included in this standard?	Native title legislation that applies to own specific area, nature conservation act/s, fishing, gaming acts, national park (land and sea) acts, wildlife protection acts, heritage protection acts and other specific environmental laws.
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What sorts of interpretive materials may be relevant?	Materials produced by relevant government agencies to describe the legislation, materials produced as part of the in-service training of staff that describe the legislation and its enforcement and discussions with legal and/or other qualified personnel in government agencies, land councils and other bodies involved in environmental work.
What conflicts between, and opportunities for use of, the different laws, regulations and policies may be included?	Inconsistencies between legislative scope, intent and regulations across the different levels of government, gaps in the powers of enforcement of legislation and associated by-laws across the different levels of legislation and gaps in the coverage of different legislation.
What are the appropriate formats used in this standard?	Spoken word in first language, spoken word in plain English, written technical reports and drawings and pictures conveyed in meetings, site visits, workshops and one-to-one discussions.
What conflicts between, and opportunities for use of, the different laws, regulations and policies and the application of customary law may be included?	Inconsistencies between legislative scope, intent and regulations across the different levels of government and those provided for under customary law, gaps in the powers of enforcement of legislation and associated by-laws across the different levels of legislation and those provided for in customary law and gaps in the coverage of different legislation and the coverage of customary law in these areas, which may relate to rights for hunting and fishing, rights of access to country, quota or permit systems, totem or dreaming species and medicine or bush foods use and management.
What are the available alternatives that may be considered?	Land acquisition using native title, land acquisition using other means, legislative change and reform processes and negotiated outcomes including co-existence agreements, heads of agreements, land use strategy agreements, sea use strategy agreements, contracts with government and joint management agreements.

What are the **processes that can be used to implement alternatives?**

Land Councils working on behalf of people, direct consultation processes, direct participative processes, submissions to Indigenous Land Corporation, direct negotiations with land and/or leaseholders and direct negotiation with governments.

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 contributing to the proposal for a negotiated outcome for a given area of country requires evidence that a proposal has been prepared with documented contributions covering areas outlined in the above performance criteria according to community protocols. The skills and knowledge required to contribute to the proposal for a negotiated outcome for a given area of country must be **transferable** to a range of work environments and contexts. For example, this could include different areas of country, outcomes and proposal formats.

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:

- Cultural customs and heritage.
 - Relevant State land and sea resources acts/legislation.
 - Relevant Local Government land and sea resources acts/legislation.
 - Relevant Commonwealth land and sea resources acts/legislation.
 - Community organisations.
 - Roles of different organisations in land and sea management.
 - The existence of alternative forms of input and control in land and sea management.
 - The existence of legislative reform processes.
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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:

- Gather information to support the proposal for a negotiated outcome for a given area of land.
- Contribute to the development of the proposal.
- Provide feedback on the development of proposal.

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?	Communication of ideas and information can be applied by contributing verbally and in writing to the proposal for a negotiated outcome for a given area of country with appropriate people and others.
2. How can information be collected, analysed and organised (2) ?	Contributing to the proposal for a negotiated outcome for a given area of country will require detailed information to be gathered from a wide variety of sources and analysed and organised for others.
3. How are activities planned and organised (2) ?	Contributing to the proposal for a negotiated outcome for a given area of country requires some limited planning and organising.
4. How can team work (2) be applied?	Contributing to the proposal for a negotiated outcome for a given area of country will require coordination of self and others in a team.
5. How can the use of mathematical ideas and techniques (0) be applied?	Not required.
6. How can problem-solving skills (2) be applied?	While contributing to the proposal for a negotiated outcome for a given area of country technical and organisational problems may arise requiring innovative solutions.

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| 7. How can the use of technology (1) be applied? | Technology may be required to gather and present information. |
| 8. How can cultural understandings (3) be applied? | Cultural understandings underpin this unit and are applied when dealing with others. |

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.

RTD4503A Inspect and monitor cultural places

This competency standard covers the process of inspecting and monitoring of the fabric and setting of a heritage or culturally significant places to identify non-conformities with conservation and management plans. It requires the ability to prepare for inspection, carry out comprehensive inspection, submit report and recommendations, monitor surroundings and record stakeholder views on significance. Inspecting and monitoring cultural places requires knowledge of cultural concepts, relevant legislation and national and international charters, guidelines and best practice standards, construction techniques and materials, processes of deterioration and damage and threats to place or area.

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.

Element		Performance Criteria	
1	Prepare for inspection	1.1	Significance of place is sourced from conservation and management plans.
		1.2	According to operational request, specific facilities and equipment for inspection are determined.
		1.3	Appropriate checklists relating to condition of fabric and surrounds are obtained to suit the application.
2	Carry out comprehensive inspection	2.1	Condition of fabric is inspected for deterioration and damage.
		2.2	Non-conformity with conservation and management plans, and Occupational Health & Safety Standards are recorded.
		2.3	Observed deterioration and damage to the fabric is evaluated to determine short-term and long-term impact on the significance of the place.
		2.4	Maintenance works for the cultural place is determined and scheduled.
		2.5	Records are concise and accurate.
		2.6	Potential safety risks, hazards and situations are identified and detailed.

3	Submit report and recommendations	3.1	Situations requiring urgent action are addressed in accordance with conservation/management plan enterprise guidelines.
		3.2	Draft reports are provided to stakeholders in oral and/or written formats.
		3.3	Concise and accurate report are prepared and submitted to management.
		3.4	Existing management systems are reviewed particularly regarding frequency and scope of inspection.
		3.5	Recommendations for future action are consistent with conservation/management plan and industry standards and best practice.
		3.6	Collected data and information is submitted for inclusion on information management system.
4	Monitor surroundings	4.1	Condition of surrounds and setting of the place or area is monitored for deterioration, damage and for biological or geophysical changes.
		4.2	Deterioration and damage to surrounds and setting of place or area is evaluated to determine short-term and long-term impact on the significance of the place.
		4.3	Required restoration or modification of biological aspects of the setting, including indigenous and exotic species, are planned to maintain the cultural and natural significance.
		4.4	Required restoration or modification of geophysical aspects of the setting and surrounds, including replacement of soils and protection of landforms are planned to maintain the cultural and natural significance.
		4.5	Maintenance, restoration and modification of fabric, setting and surrounds is

			integrated to maintain the cultural (both indigenous and non-indigenous), and natural significance of the place or area.
5	Monitor stakeholder views on significance	5.1	Stakeholders are periodically consulted to determine their views on the significance and maintenance of the place and area.
		5.2	Visitors are periodically consulted to obtain their views on the place and area.
		5.3	Changes in views and/or stakeholders are identified.
		5.4	Changes in views are assessed for impact on cultural significance , approach to maintenance, restoration and modification, and current and proposed uses of the place or area.
		5.5	Assessment of changed views is reported to enterprise and Burra Charter processes or indigenous places 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 may be included as places of cultural significance ?	Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds.
What may cultural significance consist of?	Cultural significance may be indigenous and/or non-indigenous.
What does condition assessment of the fabric include?	Review of wear or fretting due to the impact of weathering, wear due to use, which may either detract from the significance or be part of the significance, damage from humans, vehicles and animals, both accidental or intentional, damage from pests, including fungi, rising damp (salt damp), decay and rust, flooding and storm damage.

Which condition assessment processes may be included?	Physical inspection to identify areas of deterioration and damage, discussion with users of place or area on impact of use, reports by users of deterioration or damage, comparison of photographs with current condition, non-destructive inspection techniques, which may be used by others as directed, supervision of structural or foundation engineers, architects, agricultural, aquacultural or horticultural specialists, pest control operators, building inspectors, electricians and plumbers and other specialists to obtain reports, obtaining quotations on maintenance costs.
What might constitute surrounds?	Support structures, paving, pathways and roadways.
What may setting include?	Gardens in a particular style, including both indigenous and exotic species, and including a particular arrangement of flora, land forms, both natural and modified, in the immediate vicinity and wider visual area.
Which condition assessment of setting and surrounds may be included?	Condition and location of flora, condition of support structures, paving, pathways and roadways, extent of erosion, silting of drains, creeks and floodways and the potential for a place of significance to be flooded.
Who may be stakeholders?	The enterprise managing place or area, Government agency with management responsibility for place or area or legislative responsibility over place or area, voluntary agencies with an interest in the place or area, research and/or historical and/or educational institutions and personnel, visitors to the place or area, indigenous peoples with an interest in the place or area, local population and general public, businesses operating in park, such as tour operators, concessionaires and accommodation operators.
How may stakeholder views be monitored?	Through appropriate culturally sensitive, protocols, processes and communication techniques.
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 inspecting and monitoring cultural places requires evidence that cultural places have been appropriately inspected and monitored and that any maintenance activities conform to relevant legislation, charters and is according to enterprise guidelines and industry best practice. The skills and knowledge required to inspect and monitor cultural places must be **transferable** to a range of work environments and contexts. For example, this could include different sites, stakeholder groups, and cultural fabric.

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 cultural concepts.
- Relevant aspects of Australian Heritage Commission legislation and requirements, State/Territory Heritage requirements and World Heritage requirements.
- IUCN Guidelines for protected area management categories.
- ANZECC environmental standards and best practice guidelines.
- National and international charters of the International Council on Monuments and Sites (ICOMOS), including the *Burra Charter*.
- Construction techniques and materials.
- Processes of deterioration and damage.
- Maintenance, restoration and modifications applied or potentially that could be applied to place or area.
- Threats to place or area, including visitor impacts.

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 inspection.
- Carry out comprehensive inspection.
- Submit report and recommendations.
- Monitor surroundings.
- Monitor stakeholder views on significance.

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.

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| 1. How can communication of ideas and information (2) be applied? | Maintenance schedules and reports. |
| 2. How can information be collected, analysed and organised (3) ? | Charters and legislation on cultural place fabric and site condition. |
| 3. How are activities planned and organised (2) ? | Maintenance works. |
| 4. How can team work (2) be applied? | Inspecting and monitoring. |
| 5. How can the use of mathematical ideas and techniques (2) be applied? | Scheduling maintenance works and resources required. |
| 6. How can problem-solving skills (2) be applied? | Determining works to be undertaken. |
| 7. How can the use of technology (2) be applied? | Machinery and equipment, and computers. |
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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 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.

RTD4504A Monitor biodiversity

This competency standard covers the process of monitoring biodiversity. These changes may lead to the monitoring of critical biological and physical factors and interactions that give a basis to make corrective changes in a natural area. It requires the ability to develop monitoring techniques prepare equipment and resources, monitor biodiversity and review data. Monitoring biodiversity requires a knowledge of ecology, plant and animal classification, monitoring systems for flora, fauna and micro-organism populations, threats to places of natural significance, accepted scientific processes and international, national and local standards and Codes of Practice.

Element		Performance Criteria	
1	Select monitoring techniques	1.1	Monitoring operations are selected to obtain required data described in monitoring plan and enterprise requirements.
		1.2	Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on monitoring.
		1.3	Alternative land, sea and air operations are considered to collect data in line with enterprise procedures.
		1.4	Operations are trialed to test monitoring scheme for reliability, timeline and safety.
2	Prepare equipment and resources	2.1	Appropriate certificates, licenses and authorisations are obtained according to enterprise and legislative requirements .
		2.2	Equipment required for monitoring is sourced according to enterprise procedures.
		2.3	Equipment and personnel are transported to monitoring sites without injury or damage according to enterprise procedures.
		2.4	Equipment is installed and protected from weather conditions according to manufacturer's specifications, safety and enterprise requirements.

		2.5	Equipment and monitoring procedures are tested in field conditions to enterprise and manufacturers' requirements.
3	Monitor biodiversity	3.1	Observations are made according to monitoring plan and to enterprise procedures.
		3.2	Data is recorded to monitoring plan and database requirements.
		3.3	Location and times of observations are recorded to enterprise requirements.
		3.4	OHS requirements are followed to legislative requirements and enterprise policies and procedures.
4	Review data	4.1	Records of monitored data are examined for consistency and accuracy within requirements of the monitoring plan.
		4.2	Records are assessed to determine whether the observations and measurements are addressing factors and issues consistent with the monitoring plan.
		4.3	Monitoring techniques are adjusted to overcome any deficiency or reported to enterprise procedures for adjustment to monitoring plan.

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 factors affecting ecosystems may be relevant to this competency standard?	Ecosystems may be youthful or unstable, varying after invasion by organisms from inside or outside the park/reserve or after destabilisation due to pollutants, changes in temperature, currents salinity with primary colonisation, and climax colonisation after a period of stability.
Which plans may be included?	Local plans and park and reserve management plans.
What types of monitoring plans may be relevant to this standard?	Plans for a place, an area, a park/reserve, an ecosystem or part of an ecosystem, a region or catchment and a species or group of species.

Which OHS requirements may be included?	Legislation and Codes of Practice, enterprise policies and procedures, certification/licensing of personnel.
Which certificates/licenses may apply to this standard?	Vessel operation, diving, vehicle operation include heavy vehicles and permits to enter specific places.
Which legislative requirements may be included?	Local Government, National and International, Native Title and National and International Heritage agreements.
What sorts of threats may be relevant?	Interactions with human activity.
Which methods of observation and measurement may be included?	Recording of incidents or events, recording of counts, recording of locations by reference to physical features or through GPS, use of monitoring equipment and manual recording of results, and checks of automatic recording equipment and telemetry links.

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 biodiversity requires evidence that biodiversity has been appropriately monitored for a given site according to current scientific procedures and principles, enterprise guidelines, and industry best practice. The skills and knowledge required to monitor biodiversity must be **transferable** to a range of work environments and contexts. For example, this could include different ecosystems, environments and organisms.

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:

- Ecosystems.
- Plant and animal classification.
- Monitoring systems for flora, fauna and microorganism populations.
- Accepted scientific processes.
- Parks/reserves, conservation, environmental protection and heritage and tenure systems.
- Threats, both natural and from human activity, to places of natural significance.
- International, national and local standards and Codes of Practice.
- Legislation under which enterprise operates.

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:

- Develop monitoring techniques.
- Prepare equipment and resources.
- Monitor biodiversity.
- Review data.

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.

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| 1. How can communication of ideas and information (2) be applied? | Recording and reporting on monitoring activities. |
| 2. How can information be collected, analysed and organised (3) ? | Through surveys and observation according to enterprise guidelines. |
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3. How are activities planned and organised (3) ?	With appropriate licences and permits and using appropriate equipment.
4. How can team work (3) be applied?	Co-operation in surveys and preparation of reports.
5. How can the use of mathematical ideas and techniques (2) be applied?	Through estimation and counting in the field and presentation of monitoring results in a report.
6. How can problem-solving skills (2) be applied?	Assessing threats and changes to area being monitored.
7. How can the use of technology (2) be applied?	Use of field 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 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.

RTD4505A Participate in assessments of project submissions

This competency standard covers the process of participating in the submission assessment process at regional and State/Territory levels for public-funded community programs. It requires the ability to participate in committees, appropriately question and discuss cultural and social issues, rank competing projects, and maintain probity of the assessment. Participating in assessments of project submissions requires knowledge of rural industries and/or natural resource management principles, scope of programs, regional areas, community and issues in areas of communities.

Element	Performance Criteria
1 Research the applicable program guidelines	<p>1.1 Policy and program information required to participate in the assessment of projects within a region or State/Territory is obtained and reviewed.</p> <p>1.2 Own role and responsibilities are identified within applicable program guidelines and legislative requirements.</p> <p>1.3 Own knowledge of policy and program information and legislative requirements is built through involvement in development activities to achieve an understanding of the program aims and goals.</p> <p>1.4 Changes in policy and program information are identified for impact on assessment processes.</p>
2 Review the submissions	<p>2.1 Project submissions are reviewed prior to the assessment committee meeting in the context of policy and program information.</p> <p>2.2 Personal review and ranking of projects is completed in preparation for the assessment committee meeting, in accordance with program guidelines.</p>
3 Participate in committee assessment process	<p>3.1 Projects which meet program guidelines are identified by the committee for further assessment.</p> <p>3.2 Submissions seeking further funding for</p>

		existing projects are identified and reviewed under separate criteria according to program guidelines.
	3.3	Assessments of projects, which have been processed through a local or regional assessment panel are given a balanced consideration to manage the time taken on the assessment, and to ensure equity and fairness in the process.
	3.4	Projects are reviewed and ranked by the committee in terms of the priorities and other factors defined in the program guidelines.
	3.5	Active listening approaches and appropriate questioning techniques are used to develop an understanding and a team approach across a diverse committee/panel.
	3.6	Projects are selected for recommendation in accordance with program guidelines and available funds.
4	Maintain probity of assessment	4.1 Confidentiality requirements of the assessment process are maintained.
		4.2 Ethical and legislative standards and procedures of the assessment process are followed.

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.

Which programs might be relevant to this unit?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
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What might be included in policy and program information ?	Acts and regulations; explanatory documents and brochures, e.g., Partnership Agreements; regional plans both existing and draft, and the issues, concepts and goals incorporated in them; agency procedures documents; service specifications and briefs; promotional material; special material for group and/or program; training sessions and materials; verbal advice.
What sorts of projects may be relevant?	Separate project activity funded under program for specific purposes, which may require separate accounts and accounting records. Regular reporting may be required on project basis.
From which areas might legislative requirements be taken?	Natural Heritage Trust, Rural Industry, State legislation and programs, and Indigenous Heritage – especially consultation processes.
What could be included in program guidelines ?	Documents, diagrams and electronic information explaining policy and program and providing examples of how to implement policy and program. Specific guidelines for assessment at local, regional and State levels, and formal and informal documents and verbal advice.
Which project submissions may be relevant to this unit?	Submissions/applications for funding for projects under one of the nominated programs. Submissions may be from a community group or a number of community groups. Submissions may be for a local area or for a wider region, and may incorporate funding from more than one program.
What are the possible assessment processes ?	A series of steps during which projects are reviewed against the guidelines and policy and the projects are ranked in terms of program and local and regional priorities. They may be Regional Assessment Panel (RAP) or State Assessment Panel (SAP) in Natural Heritage Trust (NHT).
How could equity and fairness be applied?	By maintaining open approach to all groups in the community, including indigenous peoples, migrants, women and disadvantaged people, and by following procedures to ensure community can see fairness.
In which areas might confidentiality requirements be relevant to this unit?	Project details and any intellectual property, competing projects, committee considerations, preliminary ranking of projects and committee recommendations.

What ethical and legislative standards may apply?	Procedural requirements in acts and regulations to maintain fair competition, personal and committee ethics in deliberations and decisions to maintain equity, fairness, avoidance of conflict of interest and maintenance of confidences in assessment process.
What areas of literacy may be relevant to this unit?	In the interpretation of regulations, assessment procedural guidelines, in the ability to review and compare a range of documents, and in the development of ranking scales and to document ranking.
How might communication be relevant?	Participating in committee meetings and documenting personal considerations of projects.
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 participating in project assessment requires evidence that there has been successful and appropriate participation in assessing project submissions according to the elements and performance criteria of this competency standard, and in compliance with enterprise guidelines. The skills and knowledge required to participate in project assessment must be **transferable** to a range of work environments and contexts. For example, this could include different types of submissions, projects, communities and decision-making processes.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Rural industries and/or natural resource management principles. • Scope of programs. • Regional areas, community and issues in areas of communities. • Wide understanding of legislative and program guidelines at appropriate local, regional and State levels. • Project assessment processes. • Program probity requirements. • Awareness of diversity in community.
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- Relevant legislation.

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:

- Participate in committees.
 - Actively listen.
 - Appropriately question and discuss cultural and social issues.
 - Understand team development.
 - Rank competing projects.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Through discussions, meetings and in writing with panel members and applicants for projects. |
| 2. How can information be collected, analysed and organised (2) ? | Through research and consultation on a project by project basis and electronic storage of information in a database. |
| 3. How are activities planned and organised (2) ? | In line with project brief requirements and procedures established for assessment of projects. |
| 4. How can team work (3) be applied? | In consultation when discussing or evaluating project submissions. |
| 5. How can the use of mathematical ideas and techniques (2) be applied? | Through checking and calculating costings associated with project submissions. |
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6. How can problem-solving skills (2) be applied?	Through making judgements of project submissions where inadequate/unexpected information has been omitted.
7. How can the use of technology (1) be applied?	Through use of computers 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.

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.

RTD4507A Produce maps for land management purposes

This competency standard covers the process of preparing maps by hand or using geographical information systems (GIS) for land management purposes. It requires the ability to obtain information for a specific land management purpose, assess data availability and quality, format and present data and incorporate data onto maps. Producing maps for land management purposes requires knowledge of land management processes, relevant legislative and regulatory requirements, mapping principles, and the use of mapping software and hardware.

Element		Performance Criteria	
1	Obtain information for a specific land management purpose	1.1	Information required to achieve result is defined and required data sets are correctly determined.
		1.2	Information from stakeholders on land management and production systems is collected and presented consistent with the local area management strategy.
		1.3	Information collected includes temporal and spatial data .
		1.4	Information is reviewed for relevance and accuracy.
2	Assess data availability	2.1	Availability of required data sets is ascertained through research of internal and external sources .
		2.2	Ownership of data is confirmed, and access and pricing determined.
		2.3	Data is obtained in line with industry standards , statutory requirements and enterprise policy.
		2.4	Where appropriate, procedures are developed to capture data.
3	Assess data quality	3.1	Data is assessed for integrity to determine suitability for task.

		3.2	Disparities between data sets are investigated and resolved to ensure integrity of data used.
4	Format and present data	4.1	Compatible format for data is identified.
		4.2	Relevant data elements are assembled.
		4.3	Data format(s) are selected to meet user's requirements.
		4.4	Information is presented to meet user requirements using suitable media in a tidy, informative and useable manner.
		4.5	Information is presented in line with appropriate enterprise and Australian standards.
5	Incorporate data onto map(s)	5.1	Information is transferred from various data sources onto map(s).
		5.2	Maps are produced showing spatial and temporal data consistent with development and implementation of the land management strategy.
		5.3	Maps are analysed for data to assist in development or implementation of land management plan.
6	Review customer satisfaction	6.1	Work is completed in line with enterprise quality requirements.
		6.2	Feedback is sought from users regarding satisfaction with information and presentation.
		6.3	Any areas of dissatisfaction are resolved in line with enterprise policy and procedures.
		6.4	Customer feedback is analysed and used as a quality improvement tool.

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.

Which relevant data may be included in this standard?	Reports of land management problems, salinity readings, pest infestation from stakeholders, land use maps, land title maps, maps showing topography, soil type or other factors relating to likelihood of pest infestation and output from systematic monitoring program.
Who might other stakeholders be?	Land managers and aquaculturists, recreational land users, land management bodies, regulatory authorities and landcare committees.
What temporal and spatial data may be included?	Pest distribution and intensity of infestation
Which management units may be included?	Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.
From where may data be obtained?	Direct observation, historical records, GIS, satellite information and air-flown MSS.
Which types of maps may be included?	Transparency overlays for air photographs or printed maps and thematic maps produced on Geographic Information Systems.
What data is relevant to this competency standard?	Graphical, spatial, textual, hard copy and paper documents (historical records, work, registers, plans, maps), computer records using applications programs (data bases, spreadsheets, accounting packages), relating to physical or virtual features, including demographic data, census data, property ownership, property boundaries, zonings, organisations, property classifications, utilities and services.
What features may be included in the end result specification ?	Graph, map, table, equations and parameters.
What external sources of data sets may be relevant to this competency standard?	Water authority, telecommunications industry, gas authority, electricity authority, land titles office, Valuer General, private industry, land information, council records, surveys and ortho photography.
What internal sources of data sets may be relevant to this competency standard?	Old plans, books, surveys, aerial photographs and records owned by the enterprise.
What may be included as industry standards ?	Competency standards, protocols, de facto standards, confidentiality and privacy.

How can the integrity of data be measured?	Accuracy, quality (may be affected by age/condition of hard copy documents), currency, completeness, resolution, confidence limits and scale.
What procedures for manipulation of data sets may be included?	Command lines, SQL or other generic query language, scripts and programming language.
What data management tool, technique and procedures may be relevant to this competency standard?	RDBMS, GDMS, statistical packages, digital image processing packages, map algebra, geographical analysis techniques, ecological/economic models and survey computations.
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 producing maps for land management purposes requires evidence that maps are produced that meet the needs of users, that timelines are achieved and that the integrity of data is maintained. The skills and knowledge required to produce maps for land management purposes must be **transferable** to a range of work environments and contexts. For example, this could include a range of purposes for preparing a map, different locations, client/user groups and formats for presentation.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Land management processes relevant to map being prepared. • Relevant Commonwealth, State and Local legislative and regulatory requirements. • Mapping principles including layout, legends, scale, media, printing and presentation styles. • Use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters and printers.
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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:

- Obtain information for a specific land management purpose.
 - Assess data availability.
 - Assess data quality.
 - Format and present data.
 - Incorporate data onto maps.
 - Review customer satisfaction.
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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?	Establishing and maintaining consultation and liaison processes with local landholders and stakeholders.
2. How can information be collected, analysed and organised (2) ?	Collecting and analysing local data relating to pest distribution.
3. How are activities planned and organised (3) ?	Planning monitoring activities.
4. How can team work (2) be applied?	Working with local landholders.
5. How can the use of mathematical ideas and techniques (3) be applied?	Collating and determining significance of data.
6. How can problem-solving skills (2) be applied?	Analysing pest data and defining the scope of the problem.
7. How can the use of technology (2) be applied?	Collating data, documenting findings and developing 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.

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.

Element		Performance Criteria	
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.

Which groups may be included in the contact list for places of cultural significance?	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.
Which places of cultural significance may be included in this standard?	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.

Which stakeholders may be involved?	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.
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.
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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:

- Communicate with stakeholders.
 - Conserve significance.
 - Manage incidents.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Consultation. |
| 2. How can information be collected, analysed and organised (2) ? | Views of stakeholders. |
| 3. How are activities planned and organised (2) ? | Scheduling conservation works. |
| 4. How can team work (2) be applied? | Managing staff in the field. |
| 5. How can the use of mathematical ideas and techniques (1) be applied? | Determining resource requirements. |
| 6. How can problem-solving skills (2) be applied? | Dealing with communities and their issues. |
| 7. How can the use of technology (1) be applied? | Machinery and equipment, and computer applications. |
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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 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.

RTD4510A Supervise natural area restoration works

This competency standard covers the process of supervising natural area restoration works. It requires the ability to read and interpret documentation, calculate material and resource requirements, coordinate a team to achieve optimum performance, communicate with personnel at all levels, and minimise environmental disturbance. Supervising natural area restoration works requires knowledge of strategies to achieve natural area restoration and avoid negative environmental impacts, work programming, responsibilities and requirements of contracts, OHS and team leadership.

Element	Performance Criteria
1 Identify scope of natural area restoration works	1.1 Nature of restoration works and extent of responsibilities are identified and checked against relevant contract documentation .
	1.2 Personnel and other resources (in-house or by contractor) required to undertake restoration works are identified according to the scope of the project and relevant documentation provided.
	1.3 A work program is developed according to the needs of management and/or the client to ensure that project outcomes are reached within designated time lines.
	1.4 Potential environmental impacts of the proposed restoration works is determined and advised to manager/client.
	1.5 OHS hazards are identified, risks assessed and suitable controls planned,
2 Coordinate the supply of materials/equipment	2.1 Material quantities and equipment requirements are calculated and coordinated to ensure an on-going work program is maintained according to the scope of the project.
	2.2 Materials are ordered, checked for specified quantity and quality then stockpiled according to enterprise guidelines.

		2.3	Specific delivery requirements are conveyed and confirmed with suppliers to ensure materials are delivered to suit the work program.
		2.4	Rejected materials or products are sent back to the supplier for replacement according to enterprise guidelines.
3	Monitor restoration works	3.1	The work program is monitored and adjusted, if necessary, to ensure that project outcomes are reached within designated time lines or to accommodate any client changes or directions.
		3.2	Work is monitored and adjusted, if necessary, to ensure project outcomes are achieved.
		3.3	Project contract direction is periodically given to the contractor for action in written instructions.
		3.4	Issues likely to cause delays, or alter the scope of the works, are identified, recorded and reported to management and/or the client according to enterprise guidelines.
		3.5	Alterations to the scope of the work are costed using agreed unit rates by the contractor and variations are forwarded in writing for approval by the client.
		3.6	Periodic inspection of work are undertaken to ensure project outcomes are achieved and to make progress payments.
		3.7	The work site is monitored to ensure it remains in a clean, tidy and safe condition throughout and on completion of restoration works.
4	Prepare site for completion	4.1	Site is inspected prior to practical completion to ensure all works have been undertaken according to contract documents and the relevant documentation.

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| 4.2 | Any works not complying are noted and rectified according to the contract specification as outstanding items. |
| 4.3 | A completed restoration works report is produced, recorded and communicated to management and/or the client according to enterprise guidelines. |
| 4.4 | Following completion of outstanding items a Practical Completion Certificate is forwarded to the contractor. |
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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 might be included in natural area restoration works?	Restoration works may include assisted natural regeneration, planting and direct seeding, weed and animal control, conservation earthworks, erection of structures such as signs, fencing, plant protection devices, construction of pathways and visitor facilities, and erosion control.
What documentation is likely to guide the supervision of restoration works?	Documentation may include species lists, vegetation maps, drawings, plans, specifications, contracts, bill of quantities and quotations, engineer reports and computations.
What might be considered potential environmental impacts in relation to proposed restoration works?	Damage to vegetation and habitats, soil disturbance, erosion, pollution of water courses through changes in runoff/drainage profiles, compaction of soil from vehicles, loss of topsoil condition, pollution by release of chemicals (e.g. fuel, oil, pesticide), increased fire risks, off-target herbicide impacts, and hazards from disposal of debris.
What OHS hazards may apply to those working on project works?	Hazards may come from the disturbance of services, from solar radiation, dust, noise, through traffic movements, dehydration, stings and bites, potential hazards from moving machinery and machinery parts, and unsafe use of powered equipment and hand tools.

What suitable controls are likely to be implemented?	Suitable controls should be in line with enterprise guidelines and may include workplace practices that direct cleaning and storing of materials and equipment, appropriate use of personal protective equipment such as sun, noise and dust protection, safe operation of machinery and equipment, correct manual handling of materials and equipment, appropriate use of safety equipment such as signage and protective barriers, and basic first aid services on site.
What issues that cause delays are likely to be identified?	Delays/alterations to the scope of works may include industrial disputes, inclement weather, site access problems, labour/material shortages, and equipment breakdowns.
What does practical completion refer to in this competency standard?	Practical completion occurs when all developmental works as set out in a contract have been completed to the client's satisfaction. Usually a period of consolidation or maintenance of works and a defects liability period commence at this point.

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 natural area restoration works requires evidence that the work can be scheduled, supplies of materials and equipment can be coordinated, and the program can be monitored, and the site can be prepared for hand over within given timelines and within environmental impact tolerances. The skills and knowledge required to supervise natural area restoration works must be **transferable** to different work environments. For example, this could include remote areas, urban bushland, coastal or wetland areas.

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:

- Strategies and techniques to avoid negative environmental impacts.
- Work programming.
- Responsibilities and requirements of contracts and other relevant documentation.
- OHS responsibilities of an employer.
- Team leadership.
- Common and scientific names of native plants.
- Common names of weeds, native and pest animals.
- Importance and value of local provenance species.
- Natural area restoration techniques.
- Ability to assess restoration potential of sites.
- Basic plant and animal ecology.
- Knowledge of different ecosystems.
- Map and plan reading.

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:

- Inspect and assess site for restoration needs and potential.
 - Inspect and assess personnel for work quality.
 - Read and interpret the associated documentation for natural area restoration projects.
 - Calculate material and resource requirements.
 - Coordinate a team to achieve optimum performance.
 - Communicate with personnel at all levels.
 - Document results clearly and concisely.
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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?	Ideas and information may need to be communicated with management and/or the client as the natural area restoration works progress.
2. How can information be collected, analysed and organised (3) ?	Information on personnel and resource requirements may need to be collected, analysed and organised according to the scope of the work to be supervised.
3. How are activities planned and organised (3) ?	Activities may need to be planned and organised to ensure that the needs of management and/or the client are met and that the natural area project works are completed on time.
4. How can team work (3) be applied?	Team work may be applied to ensure that all project works are completed successfully.
5. How can the use of mathematical ideas and techniques (3) be applied?	Mathematical ideas and techniques may be applied when ordering the materials required for the natural area restoration works.
6. How can problem-solving skills (3) be applied?	Problem solving skills may be applied when time delays are experienced due to inclement weather.
7. How can the use of technology (3) be applied?	Technology may be used to communicate and record progress of natural area restoration works.

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**.

RTD4802A Develop approaches to include cultural and human diversity

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Element		Performance Criteria	
1	Identify potential for cultural diversity	1.1	Information on the population is used to identify the range of cultural diversity .
		1.2	Potential involvement of individuals and groups of people are identified in the context of the program .
		1.3	Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples.
2	Develop processes to include culturally diverse groups	2.1	Cultural protocols are identified to ensure contacts with individuals/communities are successful.
		2.2	Key persons who may influence relationships are identified.
		2.3	Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines .

		2.4	Processes are inclusive of an equitable involvement of various sections of the community and their perspectives.
3	Communicate potential and support for culturally diverse groups	3.1	People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps.
		3.2	Potential of program and group activities is communicated in a culturally relevant manner.
		3.3	Approaches are adjusted in light of any new information on cultural groups and protocols.
		3.4	Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

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.

How would information on population be obtained?	From personal knowledge, government statistics, information on region and cultures held in libraries and other files, people with established knowledge, other cultures and government departments, especially those in contact with immigrant and Indigenous groups.
Which groups are included in cultural diversity?	Indigenous peoples, immigrant peoples of overseas birth, people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.
Which programs may be included?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, business programs and State Government community programs related to the environment.

What program promotional materials may be relevant?	Government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising and explanatory booklets.
What is included in cultural protocols?	Beliefs and worldviews, practices, concepts of family and community, family and community leadership and relationships between community members and sexes.
Which are the relevant enterprise guidelines for this standard?	All relevant legislation, agency guidelines, program guidelines and community group guidelines.
Which sections of the community may be included?	Migrants, Indigenous peoples, women (including affirmative action), men and disadvantaged people. Approach to these groups includes legislative requirements but exceeds these to demonstrate equity principles.
Which approaches are adjusted in this standard?	Program promotions and personal approaches to individuals, groups and communities.
Which areas of legislation are included?	Equal opportunity, anti-discrimination and protection of places and items of cultural heritage.
What levels of literacy are included?	Redrafting materials into plain English, some understanding of works and phrases used in other languages, and catering for the viewpoints of both sexes.
What forms of communication may be relevant?	Use of restricted vocabulary according to listeners, use of culturally appropriate body language in conjunction with spoken language, modified sentence structures in spoken language, use of diagrams, pictures and plain English for Indigenous and other groups, and communication with people who have disabilities.
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 approaches to include cultural and human diversity requires evidence that culturally diverse groups have been identified and appropriately consulted and involved in programs. The skills and knowledge required to develop approaches to include cultural and human diversity must be **transferable** to a range of work environments and contexts. For example, this could include different groups, cultural protocols and perspectives.

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:

- Sources of culturally relevant materials and verbal information.
- Understanding of Indigenous peoples and history.
- Cultural protocols and perspectives.
- Relevant legislation and guidelines.
- Principles of equal opportunity and affirmative action.
- Current relationships between culturally diverse groups in the area.
- Understanding of the role of various sections of the community in historical and relationship terms.

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:

- Apply flexible communication procedures.
 - Identify and modify procedures and processes.
 - Adjust written materials to audience.
 - Be flexible in the application of program guidelines and policy.
 - Resolve conflict.
 - Negotiate.
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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.

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| 1. How can communication of ideas and information (3) be applied? | By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders. |
| 2. How can information be collected, analysed and organised (2) ? | Through consultation with others and research of existing resources. |
| 3. How are activities planned and organised (2) ? | Activities are planned and organised by applying flexible communication procedures. |
| 4. How can team work (3) be applied? | Through development and management of work teams to achieve outcomes. |
| 5. How can the use of mathematical ideas and techniques (0) be applied? | Not applicable. |
| 6. How can problem-solving skills (2) be applied? | Through dealing with conflict situations relating to cultural and human diversity. |
| 7. How can the use of technology (0) be applied? | Not applicable. |
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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 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.

RTD4804A Develop community networks

This competency standard covers the process of developing relationships that support the establishment and development of the group, and providing support from within the community for the group. It requires the ability to identify community cultures and goals, communicate with people of different ages, cultures and sexes, give presentations to diverse groups of people, and handle contentious issues raised by others in conjunction with strong views. Developing community networks requires a knowledge of community structures, organisations and cultures, relevant government community action programs, rural industry operations and structures, and affirmative action and anti-discrimination policies.

Element	Performance Criteria
1 Make contacts within community	<div data-bbox="759 927 1398 1883"> <p>1.1 Connections are made through business, social and personal contacts, and programs to the community.</p> <p>1.2 Connections are identified for the potential in regard to some group program or activity.</p> <p>1.3 Plans for developing contacts and relationships are formulated in conjunction with relevant group members and leaders.</p> <p>1.4 Equity requirements and cultural backgrounds of people being contacted are respected.</p> <p>1.5 Appropriate cultural protocols are observed to establish positive contacts.</p> <p>1.6 Appropriate mechanisms are followed to establish contacts with Indigenous communities.</p> <p>1.7 Community requests for information on or participation in programs or activities are addressed to promote the group(s) and program.</p> </div>

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| 2 | Form and create links | 2.1 | Contact is developed through promotional activities , programs and activities of mutual interest to community members and groups. |
| | | 2.2 | Activities, programs and personal contact are structured to allow trust and understanding to develop within group and community. |
| | | 2.3 | Working relationships are developed in areas of common interest and goals to bring benefit to all parties. |
| | | 2.4 | Feedback on programs and community group activities is sought from participants and community, and used to modify their application. |
| | | 2.5 | Appropriate records are developed to maintain ongoing contracts and relationships. |
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| 3 | Build networks | 3.1 | Individual contacts and contacts with other groups are used to establish networks of common interest. |
| | | 3.2 | Programs and activities are reviewed to incorporate networks and the network resources in areas of common interest and goals. |
| | | 3.3 | Progress in establishing links and networks is evaluated and opportunities for further action are identified. |
| | | 3.4 | Relationships and networks are managed to ensure compliance with cultural protocols and with agency/enterprise procedures and guidelines . |
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| 4 | Report on community liaison | 4.1 | Community liaison activities are evaluated in terms of their costs, benefits to the group(s) program and contribution to the community. |
| | | 4.2 | Reports on community liaison activities are prepared and submitted in line with group and program/agency guidelines. |

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.

What reasons for contacts may be included?	To obtain financial and community support, build public awareness, provide assistance (e.g., expertise, training or advice), become clients of group and to work with State agencies.
Who might be included in personal contacts ?	Private friends and relatives, contacts made through other private or business transactions, social contacts within structured or unstructured settings, promotional activities and in formal and informal settings.
What sort of program or activity might be relevant?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs, State Government community programs related to the environment, project activities, fundraising and submissions, on-ground works, and monitoring and evaluation.
How could equity requirements be applied in this unit?	By including box sexes, people with disabilities, and those with a non-English speaking background.
What do cultural protocols refer to?	Expected demeanour within a particular setting or with individuals or groups of another cultural background, cultural groups within an area of operation and contact, and may include immigrants and Indigenous people.
What are the appropriate mechanisms relevant to this unit?	Contact with Land Councils or other organisations, contact via government agencies and maintaining any privacy requirements relating to Indigenous communities.
How might promotional activities be applied?	By improving awareness of program, raising awareness of issues and desirable community response, and raising the profile of the community group.
What is meant by working relationships ?	Continuing co-operation between individuals and/or groups to mutual benefit. They may be formal or informal relationships and may include exchange of ideas and/or resources.

Which agency/enterprise procedures and guidelines may be relevant?	Those relating to representing agency in community, avoiding conflicts of interest, management of contractual arrangements and use of agency information, records and resources.
How could communication be relevant in this unit?	Ability to present ideas and concepts to individuals and small groups, identify ideas and issues from discussion, negotiate and obtain agreement in areas of common interest and benefit, and to deal with people who have strong opinions/characters.
How might literacy be useful?	In the use of contacts index or electronic contacts files.

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 community networks requires evidence that community networks have been successfully established and evaluated according to elements and performance criteria for this competency standard. The skills and knowledge required to develop community networks must be **transferable** to a range of work environments and contexts. For example, this could include different community groups and types of networks.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Community structures, organisations and cultures.• Relevant government community action program(s).• Process of delivery of program(s).• Broad Australian and regional history.• Current social and environmental affairs for local community and wider region.• Rural industry operations and structures (for rural programs).• Relevant legislation.• Affirmative action and anti-discrimination policies.• Occupational health and safety requirements.
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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:

- Identify community cultures and goals.
- Use manual or electronic index systems.
- Communicate with people of all ages, cultures and sexes.
- Give presentations to diverse groups of people.
- Handle contentious issues raised by others in conjunction with strong views.

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?	Through meetings, community events and functions, and informal discussions with individuals and groups.
2. How can information be collected, analysed and organised (2) ?	Through research and consultation with community people, groups and networks, and printed media.
3. How are activities planned and organised (2) ?	Through planning of schedules to attend meetings and community functions and events.
4. How can team work (3) be applied?	Through co-operative sharing of information and development of strategies with colleagues.
5. How can the use of mathematical ideas and techniques (0) be applied?	Not applicable.
6. How can problem-solving skills (2) be applied?	Where technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (1) be applied?	Through use of computers and communications 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.

RTD4805A Facilitate ongoing group development

This competency standard covers the process of supporting a community group in its ongoing management and resolution of issues. It requires the ability to maintain contact and provide fresh input into group activities, establish a network of contacts, and facilitate resolution of group operating difficulties. Facilitating ongoing group development requires knowledge of group development and facilitation techniques, legislative requirements for group operations, programs and projects, committee and group procedures, and community and sector cultures and perspectives.

Element		Performance Criteria	
1	Maintain contact on group activities	1.1	Contact is maintained with group leaders/officers on current and proposed group activities and projects .
		1.2	Advice on group operation and opportunities is provided when sought by leaders/officers.
		1.3	Role of facilitator/coordinator in group operations is clearly defined with the management committee to avoid misunderstanding.
2	Provide fresh input into group	2.1	Relevant new initiatives and ideas from other groups and program areas are identified for input into/suggestion to the group.
		2.2	New initiatives and ideas are systematically sought from appropriate sources.
		2.3	Any suggestions are developed before submission to include local group and program context.
3	Maintain network of contacts	3.1	Contacts with members of the group and community are maintained to provide interchange of ideas and information.

4	Facilitate resolution of group operating difficulties	4.1	Group issues with potential to hinder group operations are identified before damage has occurred.
		4.2	External threats are assessed to facilitate negotiation of solutions between the group and external parties.
		4.3	Internal operating difficulties are resolved where possible through facilitation and use of relevant expert advice .
		4.4	Groups requiring major restructuring are identified to implement change management processes .

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.

In this standard, what sorts of contact are relevant?	Personal visits to group and committee meetings, individual discussions in person and by telephone, letters, newsletters and e-mail.
Who could be the group leaders/officers in this unit?	Formal office bearers, project leaders and informal leaders.
What are the projects that might be included?	Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program, or for which private funding may be sourced.
For which projects might advice on group operation and opportunities be required?	Activities, operations including finances, program information, potential for projects, conferences and training opportunities.
What are new initiatives and ideas ?	Program developments, technology developments, innovative solutions including activities of other groups, and ideas of individuals.
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.

What could be included in contacts with members of the group and community ?	Group members and wider network in community, visits to farms and homes, written letters and newsletters, informal meetings and telephone calls.
What are some of the group issues relevant to this standard?	External threats, internal operating difficulties, tension between individuals and sections of group or with other groups in community and program, project difficulties, contentious issues, assertive personalities, minority interests and conflicts of interest, and loss of clear direction for the group.
What sorts of external threats may be encountered?	Changes and scale-down of programs, changes in community attitudes, poor image of the group in community and risks from activities.
What could be included in internal operating difficulties ?	Financial, planning and organising activities, interpersonal conflict, segmentation of group, minority interests and conflicts of interest.
What forms of facilitation may be included?	Development of relationships with committee and individual members, negotiation, facilitation of meetings, provision of information, situation analysis, and clear problem solving approaches.
When might expert advice be relevant?	In the areas of financial, program, group facilitation and technical.
How could change management processes be achieved?	Group members to identify extent of difficulties and options, assist group members manage change, work with other agency personnel to facilitate change, and implement suitable change management processes.
What levels of literacy are included?	Preparation of letters, newsletters, preparation of advice and answers to questions, review and identification of relevant written materials, and understand financial documents.
What forms of communication may be relevant?	Informal discussions to achieve objectives, networking, participation in committee and general meetings, conflict resolution and group facilitation, and development activities.
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 facilitating ongoing group development requires evidence that a range of facilitation techniques have been appropriately used in supporting group development, according to community and agency guidelines and best practice procedures. The skills and knowledge required to facilitate ongoing group development must be **transferable** to a range of work environments and contexts. For example, this could include different groups, facilitation techniques and community perspectives.

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:

- Group development and facilitation techniques.
- Basic financial statements and procedures.
- Program guidelines.
- General understanding of natural resource management, sciences and technologies associated with program.
- Legislative requirements for group operations, programs and projects.
- SWOT analyses.
- Risk analysis.
- Committee and group procedures.
- Legislative requirements associated with operation of incorporated groups.
- Community and sector cultures and perspectives.

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:

- Develop network of contacts in groups and communities.
 - Resolve conflict.
 - Negotiate within the group.
 - Negotiate on behalf of the group.
 - Implement change management processes.
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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?	By discussing ongoing group development at meetings, or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Facilitating ongoing group development will require detailed information to be collected, analysed, and organised by research and consultation.
3. How are activities planned and organised (3) ?	Facilitating ongoing group development requires extensive planning and organising of group processes.
4. How can team work (3) be applied?	Facilitating ongoing group development will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (1) be applied?	Basic mathematical techniques could be applied.
6. How can problem-solving skills (3) be applied?	While facilitating ongoing group development, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (2) be applied?	Information presentation technology may 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.

RTD4806A Obtain and manage sponsorship

This competency standard covers the process of planning and obtaining sponsorship for a community program. It requires the ability to conduct effective presentations, undertake face-to-face and written promotional techniques, develop presentation support materials, negotiate and close contracts, coordinate others to develop presentation and coordinate others to deliver commitments. Obtaining and managing sponsorship requires a knowledge of sources of information about the community and organisations, businesses, groups and individuals, strategy, goals, ethics, program and activities of community group and/or agency, effective marketing techniques and approaches that create professional image.

Element	Performance Criteria
1 Identify sponsorship opportunities	1.1 Potential sponsors are targeted on the basis that they would be appropriate partners to the program.
	1.2 A rationale for sponsoring the program and/or activities is developed which achieves a balance between the sponsors' requirements and the program goals, and benefits to the sponsor and program.
	1.3 Feasibility of sponsorship opportunities is confirmed by research and analysis .
	1.4 Mutual benefits are itemised and list of targets is developed.
	1.5 Community, cultural and equity requirements in the group operations are considered in developing list of targets.
2 Prepare and deliver sponsorship pitch	2.1 Contact with potential sponsor is made in accordance with program and enterprise procedures and guidelines.
	2.2 The best interests of the program, group and agency are maintained in sponsorship approach.
	2.3 Presentation support materials are prepared with appropriate accuracy, style and degree of information.

		2.4	Presentation and approach demonstrates an understanding of and respect for sponsors' business, and shows how sponsorship will be mutually beneficial.
		2.5	Outcomes of any prior sponsorship arrangements are appropriately included in pitch and negotiations.
		2.6	Presentation is followed up in a professional manner that preserves the integrity of the negotiations.
3	Successfully negotiate sponsorship deal	3.1	Terms are agreed which satisfy both the sponsor and the program and the associated agency where appropriate.
		3.2	Nature of sponsorship and of the benefits to the sponsor are expressed in explicit terms and understood by both parties.
		3.3	Commitments under the sponsorship arrangements are clearly identified to assist maintenance of relationship.
4	Maintain sponsorship deal	4.1	Legal, financial, cultural, ethical, equity and other requirements are met throughout the sponsorship period.
		4.2	Commitments under the sponsorship arrangements are met promptly and benefits are delivered to the sponsor as agreed.
		4.3	Role of sponsor in supporting program/project is recognised in literature, reports and on-site as appropriate.
		4.4	Timing for the start of discussions to extend or complete the sponsorship is identified.

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.

How might sponsorship be included in this unit?	May be in cash or kind and may be offered in support of a particular event, activity or project, or towards the general running costs of the community group, program or park/reserve.
Who might be considered a potential sponsor/sponsors ?	A business, Commonwealth, State and Local Government department and bodies, non-profit organisations and private individuals.
What sorts of programs or activities might be relevant?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs, State Government community programs related to the environment, specific program or activity associated with the conservation of park/reserve or with areas of land and water sponsored by owner of land/water, whether private, Lands Council or government agency, park/reserve facilities, project activities, fundraising and submissions, on-ground works, monitoring and evaluation, and integrity and requirements of program are respected.
What benefits to the sponsor could be included?	Naming rights, signage, free admissions, public acknowledgment verbally or in documents, newsletters etc., work completed on sponsor's premises and information provided to sponsor.
What research or analysis might be relevant in this unit?	Formal or informal, community networks, research related to particular business or private sector of community, existing sponsors to other groups, approaches to groups or organisations and analysis of interest or potential interest in programs.
Which agency might be included in this unit?	Commonwealth, State or Territory department or statutory body managing a program.
What legal, financial, cultural, ethical, equity and other considerations could be relevant to this unit?	Acts governing operation of program, activities, limits on signage, etc., public and occupational health safety and welfare, equal opportunity, structure of contracts, agreements between sponsor and program management of sponsorship funds, match between sponsor's business/goals/image and the program goals and activities, and cultural sensitivity of sponsorship arrangement.

What could be included as program and enterprise policies and procedures?	Restrictions on suitable sponsors, guidelines on sponsor approach and agreements, may be community group policies or agency promoting Natural Heritage Trust program.
What sorts of presentation support materials might be included?	Kits, statistics, plans and maps, financial information including project budgets and audio-visuals.
How might literacy be relevant to this unit?	In developing sponsorship proposal, negotiating and documenting sponsorship agreements and contracts, and researching contacts through records, indexes, computer files and internet.
What forms of communication may be included?	Effective presentations or organisations, managers, boards and individuals, and negotiation of agreements and contracts.
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 obtaining and managing sponsorship requires evidence that a sponsorship deal has been negotiated and maintained for a community program. The skills and knowledge required to obtain and manage sponsorship must be **transferable** to a range of work environments and contexts. For example, this could include different sponsors, community programs and negotiated arrangements.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Sources of information about the community and organisations, businesses, groups and individuals. • Strategy, goals, ethics, program and activities of community group and/or agency. • Effective marketing techniques. • Acts, policies and guidelines governing programs and activities. • Relevant OHS and public safety requirements. • Sources of legal and financial advice. • Understanding of operation of contracts and agreements.
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- Approach to other people that creates professional image.

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:

- Conduct effective presentations.
 - Undertake face-to-face and written marketing techniques.
 - Develop presentation support materials.
 - Negotiate and close contracts.
 - Coordinate others to develop presentation.
 - Coordinate others to deliver commitments.
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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?	Through meetings, presentations and discussions with prospective/current sponsors.
2. How can information be collected, analysed and organised (2) ?	Through research and consultation of sponsors likely to be able to assist.
3. How are activities planned and organised (2) ?	Through identification of sponsorship requirements, acquisition, handling and storage.
4. How can team work (3) be applied?	In developing strategies to approach and present to sponsors.
5. How can the use of mathematical ideas and techniques (2) be applied?	Through determining sponsorship needs and costs, including estimation of contribution in kind where required.
6. How can problem-solving skills (3) be applied?	In dealing with conflict situations or where there is community concern regarding scope and type of sponsorship.

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| 7. How can the use of technology (2) be applied? | Through use of computers and communication systems. |
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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 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.

RTD4807A Obtain resources from community and group

This competency standard covers the process of sourcing of resources from within the community and group to support group activities and projects. It requires the ability to identify potential resources, seek commitment of resources and coordinate use of resources. Obtaining resources from communities and groups requires knowledge of project resource requirements, network of resources in the community, program guidelines, project contract, group liability and licensing requirements.

Element	Performance Criteria
1 Identify potential resources	<p>1.1 Potential resources in the group, community and agency are identified to match project requirements as documented in plan.</p> <p>1.2 Likely conditions under which alternative resources can be sourced are identified to determine suitable sources and conditions of sourcing.</p>
2 Seek commitment of resources	<p>2.1 Owners of resources are approached to discuss resource availability and conditions of availability.</p> <p>2.2 Costs of alternative arrangements are reviewed in context of the project or group budget to determine which arrangements can be accepted or renegotiated.</p> <p>2.3 Arrangements are reached with resource owners on the use of resources within overall project plan and budget.</p> <p>2.4 Approach and relationship with resource owners caters for range of viewpoints to ensure a positive image of program is maintained.</p>
3 Coordinate use of resources	<p>3.1 Provision of resources is coordinated to suit project and project plan and any changes in timing and availability of complementary resources.</p> <p>3.2 Use of resources is documented to</p>

program and project 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.

What sorts of resources may be relevant to this standard?	Paid, trainee and volunteer labour, labour and equipment from clients, equipment borrowed, hired and bought, materials bought, donated and discounted, and occupational health and safety equipment, and may include the discussion and negotiation of what volunteers will do and with whom.
What may be included in the term community ?	Town, village, regional area, suburb or group of suburbs in a city or a coastal area.
Which agencies might be relevant?	Commonwealth, State or Territory department or statutory body managing a program.
How may a project be described in this standard?	As a discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program and/or for which private funding may be sourced.
What alternative resources may be included?	Equivalent resources available from alternative sources.
What provision of resources may be required?	Scheduling of paid and volunteer labour within availability, coordinating labour and equipment required for task, scheduling materials to arrive in time for tasks, maintenance of security for equipment and materials, maintenance of occupational health and safety and public safety, rescheduling resources and activities to cater for interruptions and emergencies and borrowing, leasing and hiring of equipment.
What might be included in the project plan ?	Documentation describing project stages, tasks, resource requirements and timing.
What are complementary resources ?	Resources required at the same time or in sequence to complete tasks.
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs, and State Government community programs related to the environment.

What methods of documentation may be included?	Records of resource use, including donations, discounts according to program and project contract requirements.
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What forms of communication may be relevant?	Negotiation and completion of agreements, networking and catering for a diverse range of viewpoints including Indigenous, migrant and women.
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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 obtaining resources from community and group requires evidence that resources have been obtained from the community to support group programs and activities according to community and agency guidelines and best practice procedures. The skills and knowledge required to obtain resources from community and group must be **transferable** to a range of work environments and contexts. For example, this could include different groups, community activities and programs.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Project resource requirements.• Task analysis, including hazard and risk analysis.• Occupational health and safety and public safety obligations.• Network of resources in the community.• Program guidelines.• Project contract.• Group liability.• Basic skills analysis.• Licensing requirements.
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What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</p> <ul style="list-style-type: none">• Negotiate and complete agreements.• Network.• Develop alternative plans.
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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?	By discussing community and group resources at meetings, or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Obtaining resources from communities and groups will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (3) ?	Obtaining resources from communities and groups requires planning and organising in the identification, acquisition, handling and storage of resources.
4. How can team work (3) be applied?	Obtaining resources from communities and groups will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can problem-solving skills (3) be applied?	While obtaining resources from communities and groups, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (2) be applied?	Information gathering and presentation technology may 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.

RTD4808A Promote community programs

This competency standard covers the process of promoting community programs within a local or regional context that raises public interest and commitment, and attracts user, clients or customers of the program and group services. It requires the ability to develop a strategy to promote community programs, prepare written/graphic materials, present in a range of direct promotional situations, present a specific proposal, overcome objections, maintain office records and provide customer service. Promoting community programs requires knowledge of program services, basic marketing principles, local advertising channels and local or regional communities and industries.

Element	Performance Criteria
1 Identify target markets	<p>1.1 Potential of program to appeal to sections of community or industry is identified in terms of benefits and costs.</p> <p>1.2 Sectors of local community and industry that are potential users/customers/audiences of program are identified.</p> <p>1.3 A plan to promote program and/or local projects and/or group activities is developed in conjunction with other communication activities.</p>
2 Develop promotional materials	<p>2.1 Range of promotional channels to reach target sectors is identified.</p> <p>2.2 Promotional materials to suit promotional channels and target sectors are sourced or developed.</p> <p>2.3 Impact of promotional materials is tested with group or community members.</p> <p>2.4 Specialist marketing support is obtained to address specific marketing issues within budget, and program and agency guidelines.</p>
3 Promote program to	3.1 Potential users of program and services are

potential users			approached through promotional channels and directly.
		3.2	Impact of promotional activities is assessed to determine any changes required.
		3.3	Promotional plan and activities are adjusted to achieve an improved impact.
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4	Obtain commitment to use program services where appropriate	4.1	Proposals for delivery of program services are presented to interested potential users in terms of benefits, costs and other factors.
		4.2	Issues raised by potential users are addressed to overcome objections.
		4.3	Commitments to use program services or support program are obtained to agency or program guidelines.
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5	Respond to enquiries	5.1	Enquiries by members of community, industry and program are addressed in terms of good customer service and to program and agency guidelines.
		5.2	Records are kept of contacts, enquiries and presentations for reporting and follow-up.
		5.3	Enquiries and presentations are followed up to obtain commitments to program services and objectives.

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 programs may be included?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.
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Which sectors of the local community and industry may be relevant to this standard?	Sections in general community, i.e., individuals or family groups or other existing groups, people and enterprises in a specific industry or group of industries, people and groups of cultural background, e.g., migrant groups or Indigenous peoples, and different ages and sexes, e.g., women, students and retirees.
Which projects and/or group activities may be included?	Group projects funded under program, group social activities, sponsorship and fundraising activities and communication activities.
What other communication activities may be relevant?	Presentations, stalls/displays in community and at events, speeches and training session at schools, etc., provision of materials for students' projects, provision of materials and press releases to media, and interviews with media and others.
What may be included as promotional materials ?	Brochures, both locally prepared and provided by agency, articles in newspapers, newsletters, magazines and special printing, government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising, explanatory booklets and materials from Indigenous communities which should only be used with their permission.
What are promotional channels ?	Local newspapers, both editorial and advertising, newsletters, both group and others, posters in community, schools, etc., displays/stalls, demonstrations, field days, distribution of brochures and window displays.
What specialist marketing support may be included?	Development of marketing, writing of promotional materials and articles, editing of promotional materials and articles, access to promotional channels, which may be provided on paid or voluntary basis by personnel with marketing/promotional/advertising skills.
Which organisations may be referred to as agency ?	Commonwealth, State or Territory department or statutory body managing a program.
What may the promotional plan consist of?	List of objectives in note form, list of activities in note form, part or all of formal plan completed by group, and delegated activities by group members.

What may be included in proposals for delivery of program services ?	Provision of services to an enterprise, e.g., farmer in terms of advice, on-ground works, property planning advice, provision of services in an area/region, e.g., catchment plan, involvement in group activities and/or training, commitment of resources to a project for community benefit or part of sponsorship.
What is part of good customer service ?	Response within a suitable time, pleasant and appropriate response and behaviour, identification of needs or complaint in enquiry, active listening and provision of information or service within committed timeframe.
What may be included in records of enquiries and presentations	Contact register or database and diary notes.
What are ethics and equity in terms of this standard?	Ethical approaches to people, ensuring marketing approach is suitable for diverse groups of people and including both sexes, cultural groups and people with disabilities.
What promotional impact may be relevant?	Attendance at activities and number of enquiries.
What levels of literacy are included?	Written/graphic material for specific groups in terms of attractiveness and readability to suit expected audience, reading skills to interpret program guidelines and related documents, and record keeping.
What forms of communication may be relevant?	Presenting information/promotion in terms of audience understanding and interest, active listening, overcoming objections with reasoned responses, responding effectively to contentious issues, and dealing with people who have strong opinions/characters.
What issues may be raised by potential users?	Costs, understanding of benefits, time commitment and appropriateness of program.
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 the program requires evidence that a promotional plan has been prepared and implemented according to community and agency guidelines and best practice procedures. The skills and knowledge required to market the program must be **transferable** to a range of work environments and contexts. For example, this could include different community groups and activities, and promotional strategies.

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:

- Program services, objectives, goals and guidelines.
- Group goals and plans.
- Project and other activities.
- Basic marketing principles.
- Local advertising channels.
- Local or regional community and industries.

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:

- Develop a promotional plan.
- Develop a range of written/graphic materials.
- Present in a range of direct promotional situations.
- Present a specific proposal.
- Overcome objections.
- Maintain office records, especially of programs, enquiries, contacts and presentations.
- Provide customer service.

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 community program promotion with supervisors and others.
2. How can information be collected, analysed and organised (2) ?	Promoting community programs will require information to be collected, analysed and organised by consultation with others and research of existing resources.
3. How are activities planned and organised (2) ?	Community program promotional activities are planned and organised by working with others in meetings or groups.
4. How can team work (2) be applied?	Promoting community programs 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 could be applied.
6. How can problem-solving skills (1) be applied?	During community program, promotional technical problems may arise requiring simple solutions.
7. How can the use of technology (2) be applied?	Information gathering and presentation technology may 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.

RTD4809A Record and document community history

This competency standard covers the process of recording oral and community history for natural and cultural resource management purposes. It requires the ability to prepare for interviews and group sessions, conduct interviews, conduct group sessions, transcribe and edit information and store records. Recording and documenting community history requires a knowledge of subject areas covered in the interviews/sessions, objectives of the natural and/or cultural resource research, range of communication approaches, relevant cultural protocols, recording techniques and media, and use of microphones, video and still cameras.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines, and be supported by elders and custodians of country.

Element	Performance Criteria
1 Prepare for interviews and group sessions	1.1 Topic and events in research are identified according to enterprise guidelines.
	1.2 People who may be able to provide information on topic and events (narrators) are identified according to enterprise procedures and cultural protocols.
	1.3 Process of individual and/or group sessions with narrators is developed according to enterprise requirements, cultural protocols and topic and events to be covered.
	1.4 Basic questions for interviews with narrators are developed and checked according to enterprise procedures, cultural protocols and best practice.
	1.5 Equipment, locations and other resources are obtained and checked according to enterprise guidelines.
	1.6 Selected narrators are invited according to enterprise procedures and prior arrangements.
2 Conduct interviews	2.1 Oral history process is explained to narrators to obtain their consent to record and use information provided.
	2.2 Recording equipment is set up and tested for

- operation.
 - 2.3 Recording media is uniquely identified for later reference according to enterprise procedures.
 - 2.4 Basic questions are used to initiate the interview.
 - 2.5 Notes are taken to identify supplementary questions and to support recording media.
 - 2.6 **Interview process** is managed to obtain expected and unexpected information, including memories of incidents.
 - 2.7 Narrator is supported to express memories and opinions in an uncritical and positive setting.
 - 2.8 Interviewer provides positive feedback on the narrator's assistance, in line with enterprise procedures and cultural protocols.
 - 2.9 Interviewer manages the environment and distractions to maintain a positive response from the narrator.
 - 2.10 Session lengths are managed to avoid tiring narrators and interviewer.
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- 3 Conduct group sessions
 - 3.1 Oral history process is explained to group of narrators to obtain their consent to record and use information provided.
 - 3.2 Recording equipment is set up and tested for operation to cover all group members.
 - 3.3 Recording media and members voices are uniquely identified for later reference according to enterprise procedures.
 - 3.4 Basic questions are used to initiate the group session.
 - 3.5 Interaction between narrators and interviewer is managed to maintain flow of information from all narrators.
 - 3.6 Notes are taken to identify supplementary questions and to support recording media.
 - 3.7 Group discussion process is managed to obtain expected and unexpected information,

		including memories of incidents.
	3.8	Narrators are supported to express memories and opinions in an uncritical and positive setting, including identification of different aspects of one incident.
	3.9	Interviewer manages the environment, group interactions and distractions to maintain a positive response from the group.
	3.10	Interviewer provides positive feedback on the narrators' assistance, in line with enterprise procedures and cultural protocols.
	3.11	Session lengths are managed to avoid tiring narrators and interviewer.
4	Transcribe and edit information	
	4.1	Recorded media and transcripts are handled to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures.
	4.2	Interviews and/or group sessions are transcribed to provide a draft transcription according to enterprise procedures and agreement(s) with narrator(s).
	4.3	Draft written and/or oral transcripts are provided to narrator(s) for editing according to enterprise procedures and agreement(s) with narrator(s).
	4.4	Editing is completed according to narrator(s) wishes.
	4.5	Information on narrator(s) doubts/hesitancy on certain facts, and conflicting information between interviews is recorded separately from transcripts and managed according to enterprise procedures and cultural protocols.
5	Store records	
	5.1	Recorded media and transcripts are stored to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures.
	5.2	Access to records is controlled according to the narrator(s) wishes.

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 people considered for involvement may be included?	Eyewitnesses to events relating to natural and/or cultural resource management, long time residents of a place or area who have observed natural and/or cultural processes, and those knowledgeable about stories or customs handed down through generations.
Which narrators may be included as part of this standard?	Those having respect in the community, frail and elderly people, and people of other cultures who may or may not be English language speakers and who may require the use of interpreters
What equipment and other resources may be required?	Audio tape recorders and quality recording media, video recorders and quality recording media, recording assistants, cameras and stationery.
Which methods of storage may be relevant?	Management in a standard office under lock, storage in a safe, storage in single and multiple locations, and storage in recognised archives.
What types of notes may be included?	Informal, covering key words or phrases, and formal transcripts in long hand or in shorthand.
How might the interview process and environment be included in this standard?	By limiting access by others, controlling noise and interruptions, managing intrusions by the recording equipment and any assistants, scheduling breaks, responding to 'stage-fright' and other narrator emotions.

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 recording and documenting community history requires evidence that oral history of a community has been appropriately recorded and documented according to community and agency guidelines and best practice procedures. The skills and knowledge required to record and document community history must be **transferable** to a range of work environments and contexts. For example, this could include different communities, recording methods and consultative processes.

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:

- Subject areas covered in the interviews/sessions.
- Objectives of the natural and/or cultural resource research.
- Range of communication approaches.
- Relevant cultural protocols.
- Enterprise procedures relating to the recording, management and storage of oral and community information.
- Recording techniques and media.
- Set-up of microphones and video cameras.
- Use of still cameras.

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 interviews and group sessions.
- Conduct interviews.
- Conduct group sessions.
- Transcribe and edit information.
- Store 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.

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| 1. How can communication of ideas and information (3) be applied? | Recording equipment. |
| 2. How can information be collected, analysed and organised (3) ? | Oral stories. |

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| 3. How are activities planned and organised (2) ? | Arranging group sessions. |
| 4. How can team work (2) be applied? | Community interaction. |
| 5. How can the use of mathematical ideas and techniques (0) be applied? | Not applicable. |
| 6. How can problem-solving skills (2) be applied? | Dealing with cultural protocols. |
| 7. How can the use of technology (2) be applied? | Recording 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.

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.

RTD4810A Support individuals in resource management change processes

This competency standard covers the process of providing support for a person or business to change their management of resources within the context of the program. It requires the ability to identify change processes, conceptualise impact of changes, implement support techniques, and review support outcomes. Supporting resource management change processes requires a knowledge of relevant rural business practices and best practice, local natural resource management issues, community lifestyle and practices, relevant approaches to different cultures, change management theory and practices, action learning approaches and networks of assistance.

Element	Performance Criteria
1 Identify change processes	<div data-bbox="759 887 1406 1014">1.1 Changes that will impact individuals' and families' business operations and private lives are identified to assess their impact.</div> <div data-bbox="759 1032 1406 1111">1.2 Impacts are assessed in terms of the degree of impact on businesses and personal lives.</div>
2 Conceptualise impact of changes	<div data-bbox="759 1144 1406 1357">2.1 Discussions are initiated with individuals and families to identify their life-style, values and views on resource management and program issues to identify potential for change.</div> <div data-bbox="759 1375 1406 1536">2.2 Potential difficulties individuals and families may have in implementing change in their business and private lives are identified.</div> <div data-bbox="759 1554 1406 1715">2.3 Appropriate information and support approaches that address potential difficulties and are inclusive of cultural and equity are identified as part of change process.</div>
3 Implement support techniques	<div data-bbox="759 1749 1406 1839">3.1 Information is obtained to support individuals and families facing change.</div> <div data-bbox="759 1856 1406 1973">3.2 Information is provided in appropriate format and context to support individuals and families considering the change.</div> <div data-bbox="759 1991 1406 2022">3.3 Individuals and families are given positive</div>

		encouragement and support as they consider and implement change.
	3.4	Support approach and information given is provided in a culturally sensitive and equitable manner.
	3.5	People are invited to seek additional assistance and provided with avenues of assistance where this will assist in their management of change.
4	Review support outcomes	4.1 Results of support provided are progressively assessed in terms of resources spent, change achieved and potential for further change.
		4.2 Support approach is modified in light of results.

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.

Where are changes likely to occur which are relevant to this standard?	In business practice to conserve natural resources and in private lives and activities.
What forms of individuals' and families' business operations may be included?	Farms and related rural occupations involving land and water resources, tourism, fishing, other industry and pollution/environmental impacts, management of pollution and degradation, management of weeds, pests etc., and fencing areas of natural resources/heritage.
What forms of individuals' and families' private lives may be included?	General lifestyle in use of resources, recreational activities e.g., camping, fishing, 4WD use, disposal of garbage, recycling and contribution to programs and projects.
What impacts may be relevant?	Voluntary change, change for long term sustainability of rural property and/or resource, change to meet current or future legislative requirements and management of risks in current or proposed practices.

What are some potential difficulties that may be encountered?	Personal views, business finances and operations not compatible with change, requirement for expenditure to implement change and range of views or disagreement among family members including strong views and personalities.
What sort of information may be collected?	Written information about new processes and techniques, brochures on programs, technical information and verbal information.
What is the meaning of the term format and context ?	Verbal explanations to relate to current business practices or lifestyle converting technical information to everyday language in a local context.
What could be the results of support ?	Changed working practices, changed approach to natural resources and changed private lifestyle.
What might be considered to be a community ?	Town, village, regional area, suburb or group of suburbs or self-defined group of families.
What levels of literacy are included?	Sourcing appropriate information, use of technical indexes, assessing level of complexity of written materials, and redrafting information into local context.
What forms of communication may be relevant?	Use of networks to obtain information, discussions with individuals and families to identify attitudes, current practices, issues, personalities and authority structures, negotiation, conflict resolution, personal support and use of plain English.
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 supporting individuals in resource management change process requires evidence that change management processes have been successfully supported according to community and agency guidelines and best practice procedures. The skills and knowledge required to support individuals in resource management change process must be **transferable** to a range of work environments and contexts. For example, this could include different communities, individuals, businesses and change management approaches.

What specific knowledge is needed to	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other
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achieve the performance criteria?

contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant rural business practices and best practice within local context.
- Local natural resource management issues.
- Community lifestyle and practices, some with impact on natural resources.
- Relevant approaches to different cultures.
- Change management theory and practices.
- Action learning approaches.
- Networks of assistance.

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:

- Conduct informal discussions/interviews.
- Develop networks.
- Implement personal support techniques and processes.

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.

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| 1. How can communication of ideas and information (3) be applied? | By discussing resource management change processes at meetings, or formally in writing with clients and stakeholders. |
| 2. How can information be collected, analysed and organised (3) ? | Supporting resource management change processes will require detailed information to be collected, analysed and organised by research and consultation. |
| 3. How are activities planned and organised (2) ? | Resource management change process activities are planned and organised by convening meetings and working individually with clients and stakeholders. |
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4. How can team work (3) be applied?	Supporting resource management change processes will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can problem-solving skills (3) be applied?	While supporting resource management change processes technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (1) be applied?	Information gathering and presentation technology may 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.

RTD4811A Provide information on environmental issues and policies

This competency standard covers the process of researching, extracting and providing information on environmental issues and policies. It requires the ability to process a request for information on environmental issues and policies, identify information sources, organise self or others, ensure information meets request, prepare and finalise reports. Researching, extracting and providing information on environmental issues and policies requires knowledge of environment issues and environment policies, international treaties, agreements and charters, and researching and accessing data.

Element		Performance Criteria	
1	Process a request for information on environmental issues and policies	1.1	Request is documented using the appropriate recording system.
		1.2	Approval to access information is sought when necessary.
		1.3	Appropriate response methods and format are researched and identified.
		1.4	Request for information is forwarded to another person where appropriate.
2	Identify information sources	2.1	Relevant sources and locations of information are identified and researched.
		2.2	Access to identified sources is obtained.
3	Organise self or others to extract information on environmental issues and policies	3.1	Information relevant to the particular request is located and extracted.
		3.2	Resolutions to problems accessing information are discussed with designated person and implemented where appropriate.
		3.3	Copy of extracted information is made.
4	Ensure information meets request	4.1	Information is assessed for its validity and reliability.
		4.2	Where information is unclear or difficult to understand, clarification and assistance is sought.
		4.3	Where available information is inadequate,

			additional information is obtained.
		4.4	Different types of information are combined, where appropriate, to provide a response to a request.
5	Prepare report/correspondence	5.1	Report/correspondence format, plan and structure are developed.
		5.2	Report/correspondence is written using clear and concise language.
		5.3	Spelling, punctuation and grammar is checked and errors are amended.
		5.4	Report/correspondence is formatted according to enterprise policies and procedures .
		5.5	Report/correspondence is checked for accuracy and to ensure that it's intended meaning is readily understood by recipient.
6	Finalise report/correspondence	6.1	Review and sign off of report/correspondence is arranged with designated person where required.
		6.2	Record of report/correspondence is made.
		6.3	Report/correspondence is forwarded to client.

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.

Where may request for information come from?	Individuals, landholders, schools, community groups and government employees.
What recording systems might be relevant to this standard?	Paper-based and electronic.
What appropriate responses may be included in this unit?	Letters, reports, personal presentations, sending original information and sending copies of original information
What sources of information may be relevant to this standard?	Personal files, government reports, relevant legislation, Codes of Practice, national and international protocols and charters, statistics, local knowledge, original research, media (television, video, audio), articles (academic, on-line, newspaper, journal), specialist texts, letters, internal

	correspondence, and libraries.
What policies and procedures may be relevant to this standard?	Report/correspondence format, information sources, document recording procedures, customer service protocol, security/confidentiality/privacy procedures, verifying and authorising information, recording information, and protocol for accommodating special client needs.
Who may be classified as a designated person?	Supervisor, manager, colleague, nominated representative of community group, mentor or relevant senior person.
What environmental issues are relevant to this standard?	Issues relating to land, vegetation, rivers, coasts and marine, biodiversity, and weed and vertebrate pest management.
What environmental policies are relevant to this standard?	Policies relating to the National Strategy for Ecologically Sustainable Development, National Greenhouse Strategy, National Strategy for the Conservation of Australia's Biodiversity and the National Water Quality Management Strategy.
What formats may be included in this unit?	Photocopies, preparation of original documents and completion of proforma.
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 providing information on environmental issues and policies requires a report/correspondence to be prepared detailing local, regional and national environmental issues and policies as requested by the client. The skills and knowledge required to provide information on environmental issues and policies must be **transferable** to a range of work environments and contexts. For example, this could include different environmental issues and policies, client groups and pertaining to different regions and areas.

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 environment issues.
- Relevant local, regional, state and national environment policies.

- International treaties, agreements and charters.
- Types of information sources.
- Methods and means of accessing data.
- Means of validating information.
- Types of reports and their uses.

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:

- Follow the enterprise's policies and procedures; make notes from spoken and written texts in chosen fields of knowledge; sequence writing with attention to organising principles of time, importance or other workplace relevant system; use vocabulary and grammar appropriate to register, and to create nuances of meaning.
- Research, elicit and source correct information; check and validate information with peers/teacher/external source; consider aspects of context, purpose and audience when comprehending or generating texts; draw together information gathered from a range of sources, then summarise data in a logically coherent report/brief.
- Listen and question to clarify and elicit information; participate effectively in spoken interactions; communicate ideas, arguments and conclusions logically, clearly and concisely in an appropriate form using appropriate vocabulary; provide clear sequenced oral instructions to others.
- Identify gaps in information and gather necessary information from external sources; select alternative methods to locate information.
- Proofread and edit reports/correspondence.
- Record and file data, and adhere to designated deadlines.

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.

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| 1. How can communication of ideas and information (3) be applied? | Through preparation of reports. |
| 2. How can information be collected, analysed and organised (3) ? | Through extracting and filing of data. |
| 3. How are activities planned and organised (2) ? | In response to requests for information and established processes and timelines. |
| 4. How can team work (2) be applied? | Co-operation and collaboration in researching, extracting and reporting information. |
| 5. How can the use of mathematical ideas and techniques (2) be applied? | Assembling and calculations based on data on environmental issues. |
| 6. How can problem-solving skills (2) be applied? | In dealing with potential conflict situations especially where there is community concern regarding issues and legislation. |
| 7. How can the use of technology (2) be applied? | Through use of computers and communication systems. |
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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 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**.

RTD4906A Develop work practices to accommodate cultural identity

This competency standard covers the process of developing work practices to accommodate cultural identity and recognising the role that history has had in shaping cultural identity in relation to work within an Indigenous community or organisation. It requires the ability to investigate government policies and practices relating to Indigenous peoples since European settlement, synthesise changes that have occurred in Indigenous societies, outline effects of current work related issues, determine the impacts of competing factors on self esteem/identity, and design work practices to accommodate cultural identity. Developing work practices to accommodate cultural identity requires knowledge of Indigenous communities and protocols, cultural customs and heritage, connections between self-esteem, identity, community and work, Indigenous history, legislation and policies impacting on Indigenous communities and organisations, and designing work practices.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines, and be supported by elders and custodians of country.

Element		Performance Criteria	
1	Investigate government policies and practices relating to Indigenous peoples since European settlement	1.1	The intentions of government policies and practices since European settlement are outlined.
		1.2	The effects of these policies and practices on Aboriginal and Torres Strait Islander communities are summarised.
		1.3	How these policies and practices affected own community and/or family are outlined.
2	Identify changes that have occurred in Indigenous societies	2.1	Government policies operating since European settlement are summarised and documented.
		2.2	The changes that have occurred to Aboriginal and Torres Strait Islander societies as a result of policies and practices, the responses and the views of Indigenous groups are outlined.
		2.3	The impacts of these changes on the

		Indigenous community and/or family are described.
3	Outline effects of current work related issues on Indigenous societies	3.1 Key work related issues that impact on Aboriginal and Torres Strait Islander societies today are defined.
		3.2 The people involved in key issues are described and recorded.
		3.3 The community views on issues are summarised and recorded.
		3.4 Methods of addressing the keys issues are summarised.
		3.5 The future outcomes and/or resolutions for these issues are predicted.
4	Determine the impacts of competing factors on self esteem/identity	4.1 Events/occurrences in everyday life that give rise to feelings of both positive and negative self-esteem are described.
		4.2 Elements which affect self-esteem are listed.
		4.3 How these elements impact on self are described and recorded.
		4.4 Positive strategies for dealing with impacts on self-esteem/identity are developed.
5	Design work practices to accommodate cultural identity	5.1 Work practices , which enhance individual's morale, are defined and implemented.
		5.2 Elements which affect self-esteem in work environments are incorporated into the work practices.
		5.3 Staff are consulted in the preparation and design of these work practices according to community and organisational protocols and guidelines.
		5.4 Positive strategies for dealing with impacts on self-esteem/identity are developed.

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.

How should the specified periods of time be broken up?	1788 - 1840's, 1850's - 1930's, 1940's - 1970's and 1980's onwards.
What historical and current government policies have impacted on cultural identity?	Colonisation, protectionism, assimilation, integration, self-determination, self-management and reconciliation.
What are some of the work related issues relevant to this standard?	Selection procedures, promotion procedures, enforcement of legislation and regulations, consultative or participative mechanisms, cultural and intellectual property rights, training processes, work ethic, and procedures and policies of the workplace.
What elements which affect self-esteem may be considered?	Communication patterns of colleagues or clients, perceptions of culture, perceptions of Aboriginality or Torres Strait Islander identity, gender roles and stereotypes, racial stereotypes, roles and responsibilities at work, family upbringing, organisational cultural norms, and perceptions of value of different work roles and their complexity.
Which work practices may be included?	Selection procedures, promotion procedures, enforcement of legislation and regulations, consultative or participative mechanisms, training processes, procedures and policies of the workplace, and leave provisions and their application.

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 determining impacts of cultural identity at work requires evidence that the work practices and procedures have been prepared and are designed to accommodate cultural identity within Indigenous communities and/or organisations. The skills and knowledge required to determine impacts of cultural identity at work must be **transferable** to a range of work environments and contexts. For example, this could include different work practices, community groups and organisations.

What specific	Knowledge and understanding are essential to apply this
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knowledge is needed to achieve the performance criteria?

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:

- Indigenous communities and protocols.
- Cultural customs and heritage.
- Connections between self-esteem, identity, community and work.
- Indigenous history.
- Legislation and policies impacting on Indigenous communities and organisations.
- Key work issues
- Work practices.

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:

- Investigate government policies and practices relating to Indigenous peoples since European settlement.
- Identify changes that have occurred in Indigenous societies.
- Outline effects of current work related issues.
- Determine the impacts of competing factors on self-esteem/identity.
- Design work practices to accommodate cultural identity

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.

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1. How can **communication of ideas and information (2)** be applied?

Communication of ideas and information can be applied in consultation with staff members, community organisations, committees and fellow workers.

2. How can information be collected, analysed and organised (2) ?	Information can be collected, analysed and organised through research of historical documents, and oral history of community members including consultation with elders.
3. How are activities planned and organised (1) ?	Activities can be planned and organised according to community and organisational guidelines and best practice procedures.
4. How can team work (2) be applied?	Teamwork can be applied through working within an Indigenous organisation or community.
5. How can the use of mathematical ideas and techniques (1) be applied?	Mathematical ideas and techniques can be applied through completion of simple mathematical tasks required by Indigenous organisation or community.
6. How can problem-solving skills (2) be applied?	Problem solving skills can be applied through negotiating works practices with staff and committees.
7. How can the use of technology (1) be applied?	The use of technology can be applied through accessing and recording hard copy or electronic 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.

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.

RTD4907A Establish an office

This competency standard covers the process of defining office requirements and establishing a small office for a group either as an independent office or as an annexe to an agency office. It requires the ability to identify preferred list of locations, negotiate arrangements for office and with suppliers, complete or supervise completion of layouts and plan, schedule and coordinate a series of related events, and to set up office.

Establishing an office requires knowledge of requirements for office in terms of space, furniture and equipment and services, leasing and leases, requirements of relevant legislation, office procedures, occupational health and safety, and public safety.

Element		Performance Criteria	
1	Establish location	1.1	Potential locations for office are canvassed with agency and/or group to identify advantages and disadvantages.
		1.2	Office requirements in terms of space and office service are determined for use in selection process.
		1.3	Lease/office sharing arrangements are negotiated for preferred office locations to determine feasibility.
		1.4	Recommendations for office location are submitted for approval according to agency, program and group requirements.
		1.5	Lease/accommodation arrangements are completed according to approval and within budget.
		1.6	Applications for planning approval and service installations are arranged, where required, to legislative, group and commercial requirements.
		1.7	Office layout is prepared to obtain a safe and efficient workplace.
		1.8	Plans for office establishment are implemented after required approvals have been obtained.
2	Organise services	2.1	Office services and connection locations

		are arranged with suppliers according to agency, program and group requirements.
	2.2	Installations are planned to provide an efficient office commencement and to comply with legislative requirements .
	2.3	Work of service suppliers is monitored to ensure instructions are complied with.
	2.4	Contact numbers and addresses for communications are obtained in time for printing of stationery.
	2.5	Signs and sign writing are sourced to layout, legislative and budget requirements.
3	Organise furniture and equipment	<p>3.1 Requirements for furniture and equipment are determined from operating plans.</p> <p>3.2 Additional requirements for furniture and equipment are sourced according to operating plans and agency or enterprise procedures.</p> <p>3.3 Delivery of furniture and equipment is scheduled in time for office start-up.</p>
4	Organise initial supplies	<p>4.1 Requirements for initial stock of office supplies are estimated for sourcing.</p> <p>4.2 Initial stock of office supplies is sourced according to approval and enterprise procedures.</p> <p>4.3 Requirements from printer are ordered to reflect the new office location.</p> <p>4.4 Delivery of office supplies is scheduled in time for office start-up.</p>
5	Start up office operations	<p>5.1 Personnel are briefed on office start-up arrangements.</p> <p>5.2 Furniture, equipment and supplies are located according to office plan.</p> <p>5.3 Initial office operating procedures are established in accordance with agency or enterprise requirements.</p> <p>5.4 Group members, agency, network of contacts, suppliers and clients are advised</p>

of new office location and contact details.

- 5.5 Adjustments are made to office layout and operations to achieve operational efficiency and comfort of personnel.

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.

What types of location may be relevant to this unit?	Separate office or attached to an agency or other business office, or an office in the premises of a group member.
What are the advantages and disadvantages which might apply?	Costs of set-up and operation, proximity to group(s), range of services available in or near office, space and arrangement of space, services already installed, and availability for storage of equipment.
What could the agency, program and group requirements include?	Type of office accommodation allowed, budget and agency/program guidelines, and proposed personnel and services.
Which services might be included in this unit?	Power, water, sewerage, gas, telephone and cabling, and plumbing internally to office and individual areas.
What are the legislative requirements which might be relevant?	Town planning, building, occupational health and safety, public safety, fire and acts under which services are provided.
What items may be included in printing ?	Letterheads, envelopes, business cards, etc.
What might furniture and equipment include?	Existing, donated, borrowed or leased office furniture, and that shared with an existing tenant.
What could be included in delivery ?	Existing and new office furniture, equipment and files.
Which forms of equipment may be relevant to this unit?	Computing equipment, telephone equipment, general office equipment, e.g., kitchen equipment, guillotines, copiers, facsimiles and typewriters.
What office supplies may be included?	Consumables and stationery, which may be supplied as part of a tenancy agreement with agency.

Which types of office procedures may apply to this unit?	Formal or informal, and may include opening hours, after hours arrangements, collection of mail and reception.
What forms of literacy may be necessary?	Reading and comprehending contract documentation, development of layouts, plans and schedules, and development of new stationery.
How might communication be relevant in this unit?	In negotiating arrangements for the office, with suppliers, and in coordinating a team.
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 establishing office requires evidence that an office has been successfully established according to the elements and performance criteria of this standard and according to best practice and enterprise procedures and guidelines. The skills and knowledge required to establish an office must be **transferable** to a range of work environments and contexts. For example, this could include different locations, types of offices and enterprises.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Basic requirements for office in terms of space, furniture, equipment and services. • Leasing and leases. • Requirements of relevant legislation. • Office procedures. • Occupational health and safety. • Public safety.
What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</p> <ul style="list-style-type: none"> • Identify preferred list of locations from advantages and disadvantages. • Negotiate arrangements for office and with suppliers. • Complete or supervise completion of layouts.

- Plan, schedule and coordinate a series of related events to set up office.
-

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 telephone, email, written correspondence, and discussions with clients and suppliers.
2. How can information be collected, analysed and organised (3) ?	With standard office procedures and equipment.
3. How are activities planned and organised (3) ?	In accordance with best administrative and ethical practices, and by consulting clients and suppliers.
4. How can team work (3) be applied?	Through working with others in establishing the office and its administrative systems and physical components.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through costing of equipment and furniture, measuring office space, and determining the scope and extent of administrative requirements for the office.
6. How can problem-solving skills (3) be applied?	In responding to issues associated with Occupational Health and Safety, and with unforeseen situations in the establishment period.
7. How can the use of technology (2) be applied?	In sourcing materials and supplies, and setting up office 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.

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.

RTD4912A Contribute to association governance

This competency standard covers the process of contributing to association governance to be an effective committee member of an incorporated association. It requires the ability to monitor association activities, identify opportunities, threats and risks, and participate in board/committee meetings. Contributing to association governance requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of association and community goals and plans, and diversity in community and range of views and goals.

Element	Performance Criteria
1 Monitor association activities	<div><div>1.1 Activities undertaken by group are monitored to ensure:<ul style="list-style-type: none">(a) association objectives are being adhered to,(b) resolutions of committee and members meetings are being followed,(c) finances are properly managed,(d) any employees are managed and volunteers are appropriately supervised,(e) legislative requirements are being met,(f) ethical requirements are being met,(g) group operations and approaches are sensitive to and inclusive of community and sections within the community.</div><div>1.2 Variations from expected standards are noted, and where required, immediate or routine action taken.</div></div>
	<div>2.2 Threats to the ongoing operation of the group are identified and raised at committee meetings.</div> <div>2.3 Risks associated with the group's activities</div>

			and ongoing operation are identified.
		2.4	Risks and proposed risk control measures are submitted to the committee.
3	Participate in board/committee meetings	3.1	Committee agendas are reviewed prior to meetings.
		3.2	Agenda items and reports to committee are submitted as required.
		3.3	Committee meetings are attended and issues discussed as placed on the agenda or as modified.
		3.4	Good communications are established and maintained with other committee members to ensure competent management of group affairs.
		3.5	Personal observations and concerns including opportunities, threats and risks are raised at committee meetings.
		3.6	Actions are taken on personal commitments made at committee meeting and reported to the committee.

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.

What might be described as association objectives ?	Any listed in the articles/constitution and rules procedures, those that comply with legal, financial and group requirements, and any specialist advice sought.
What finances may be relevant to this unit?	Those reported or discussed at meetings, any answers to questions, budgets and actual reports, and any procedures to comply with legislative and program requirements.

What areas of employee supervision may apply in this unit?	Direct supervision and appropriateness, recruitment of paid employees and volunteers, appraisal of paid employees including any disciplinary actions, employment conditions including remuneration and benefits, training provided, relationships and co-operation between employees, employees and volunteers, and with committee.
What legislative requirements may be included?	Association incorporation, taxation and audit, programs, industrial relations and employment, occupational health and safety, public safety, relevant business law and relevant common law.
What could be the ethical requirements in relation to this unit?	Equal opportunity, disability issues, fair dealing with community and employees, and conflict of interest.
How could approaches sensitive and inclusive of community and sectors of community be relevant?	Group does not offend sectors of community, sensitive to Indigenous communities, migrants, and particular perspectives of women and men.
What immediate or routine action may take place?	Immediate action may involve a request to stop work or change practices, request for urgent committee meeting, action to rectify error or fault. Routine action may involve a request for committee agenda item or the recording of a complaint by a group member, employee, volunteer or member of the public.
What could the opportunities include?	To expand activities of the group or to commence new activities or projects.
What are the threats which may apply to this unit?	To the group finances or viability, image, ongoing activities and employment from external source, group not having clear goals, and the direction of group influenced by minority interests.
Where could risks that may affect the group come from?	The activities of the group, requiring risk assessment and risk control measures, e.g., occupational health and safety and public safety, use of copyright/proprietary material, provision of incorrect advice and safety of works and work sites, etc. Risk can be managed through procedures and insurances.

How might communication be of benefit to this unit?	With group members and public on issues and activities with employees and volunteers, at committee meetings, and handling people who have strong opinions/characters.
How could personal commitments be relevant?	To take action on committee information requirements or decisions, e.g., prepare report, obtain circulars, form part of sub-committee, or to complete some action on behalf of group.
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 contributing to association governance requires evidence that effective contributions have been made according to elements and performance criteria for this competency standard and according to enterprise guidelines. The skills and knowledge required to contribute to association governance must be **transferable** to a range of work environments and contexts. For example, this could include different community associations, locations and types of contributions.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Requirements of relevant legislation. • Interpretation of basic financial statements. • Requirements of programs. • Committee meeting and members meeting procedures. • Objectives and rules of association. • Basic management practice including practices in employing people. • Community goals and plans, and diversity in community and range of views and goals. • Occupational health and safety. • Public safety requirements.
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:

- Make contributions at meetings.
 - Communicate with individuals and small groups on issues.
 - Prepare brief verbal and written reports.
 - Contribute to conflict resolution.
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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 discussions at meetings or formally in writing with stakeholders and association office holders.
2. How can information be collected, analysed and organised (3) ?	Through the association offices and networks, and in accordance with legislative, ethical and association guidelines and practices.
3. How are activities planned and organised (2) ?	Through convening meetings and standing committees, and working individually with stakeholders.
4. How can team work (2) be applied?	Through working with committees in decision-making.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can problem-solving skills (2) be applied?	Through committee work, technical, organisational and other problems may arise requiring complex solutions.
7. How can the use of technology (-) be applied?	Information gathering and presentation technology can be applied.

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.

RTD5003A Manage natural area restoration programs

This competency standard covers the process of managing natural area restoration programs. It requires the ability to inspect and assess site for the replacement of vegetation, plan natural area restoration program, monitor natural area restoration works, and review the natural area restoration program. Managing natural area restoration programs requires a knowledge of natural area restoration techniques, identification of plant and animal threats to treated areas, soils and nutrients, plant selection and culture, calculations for materials, preparation of plans and specifications and project management.

Element		Performance Criteria	
1	Inspect and assess site for replacement of vegetation	1.1	A vegetation assessment report is prepared.
		1.2	Site conditions , level of degradation and potential for natural area restoration are determined.
		1.3	Threats to existing ecosystem, flora, fauna and property from natural area restoration works are assessed.
		1.4	Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on natural area restoration works.
2	Plan natural area restoration program	2.1	Plans and specifications for natural area restoration works are prepared according to program/management aims and objectives.
		2.2	Natural area restoration techniques are selected to meet management plans and enterprise requirements.
		2.3	Staging strategy for works is outlined.
		2.4	Protective structures are planned to ensure compliance with OHS and relevant legislation.
		2.5	Appropriately skilled personnel are selected.
		2.6	Equipment and personnel are transported to natural area restoration sites without

		injury or damage according to enterprise procedures.
	2.7	Appropriate permits/licenses and authorisations are obtained according to legislative and enterprise requirements.
	2.8	Equipment and materials required for natural area restoration work is sourced according to enterprise procedures.
3	Monitor natural area restoration works	<p>3.1 Observations are made according to natural area restoration plans and to enterprise procedures.</p> <p>3.2 Checks are made that the site is prepared according to specifications.</p> <p>3.3 Plant materials, machinery and equipment are checked to ensure compliance with enterprise guidelines and natural area restoration plan.</p> <p>3.4 Natural area restoration works are effected according to enterprise guidelines.</p> <p>3.5 Work is monitored to ensure remedial action is undertaken as required.</p> <p>3.6 Occupational health and safety management conforms to legislative requirements and enterprise policies and procedures.</p>
4	Review natural area restoration program	<p>4.1 Site is monitored to ensure compliance with maintenance program plans and specifications or enterprise guidelines.</p> <p>4.2 Site is assessed to determine whether natural area restoration works are addressing factors and issues consistent with management plans.</p> <p>4.3 Changes to natural area restoration techniques are reported to enterprise procedures for adoption in future works.</p>

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 site conditions may be included?	Plant and animal community health, soil types, moisture content, pH levels, salinity, texture, compaction, aspect, pollutants, toxicity, climate, buildings, road works and shade.
Which natural area restoration techniques are relevant to this standard?	Assisted natural regeneration, hand planting, mechanical planting, direct seeding and mechanical sowing.
Which methods of maintenance are included?	Watering, mulching, fertilising, protection, staking and weeding.
What protective structures may be necessary?	Signs, fences, barriers, clothes, stakes and mulches.
What areas may be included in the plans?	Local plans and park and reserve management plans.
Which OHS requirements may be applicable to this standard?	Codes of practice, enterprise policies and procedures, and certification/licensing of personnel.
What permits/licences may be included?	Permits/licences may cover fire, vehicle operation (including heavy vehicles), access to specific places, working near threatened species, and for herbicide application.
What sorts of legislative requirements might be relevant to this standard?	Local Government, National and International, Native Title, National and International Heritage agreements.
What would constitute a threat within the context of this standard?	Interactions with human activity, fire, seasonal flooding.
Which methods of observation and measurement may be included?	Recording of incidents or events, recording of counts, recording of locations by reference to physical features or through GPS, use of monitoring equipment and manual recording of results, checks of automatic recording equipment and telemetry links.

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 natural area restoration programs requires evidence that a natural area restoration program has been successfully managed according to enterprise guidelines and industry best practice. The skills and knowledge required to manage natural area restoration programs must be **transferable** to a range of work environments and contexts. For example, this could include different environments, plant species, timelines and natural area restoration 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:

- Plant species and community recognition.
- Natural regeneration potential and limits.
- Ecological restoration theory and techniques.
- Factors affecting the timing and method of plant establishment.
- Identification of plant and animal threats to treated areas.
- Principles and methods relating to the prevention and control of pests and diseases.
- Safety requirements when handling and using hazardous goods.
- Soils and nutrients, plant selection and culture.
- Calculations for materials.
- Legislative requirements.
- Preparation of plans and specifications.
- Occupational Health and Safety.

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:

- Inspect and assess site for restoration.
- Plan natural area restoration program.
- Monitor natural area restoration works.
- Review natural area restoration 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.

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| 1. How can communication of ideas and information (2) be applied? | Through written and verbal briefing of field staff. |
| 2. How can information be collected, analysed and organised (2) ? | Preparation of plans and specifications from site assessment and analysis. |
| 3. How are activities planned and organised (2) ? | Scheduled and resourced according to enterprise guidelines. |
| 4. How can team work (2) be applied? | Collaborating with and supporting those involved in restoration programs. |
| 5. How can the use of mathematical ideas and techniques (1) be applied? | Calculation and costing of materials, labour, machinery. |
| 6. How can problem-solving skills (2) be applied? | Reviewing works and making recommendations for changes in future programs. |
| 7. How can the use of technology (2) be applied? | Communication systems and information management systems. |
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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 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.

RTD5102A Manage fauna populations

This competency standard covers the process of managing fauna populations. It requires the ability to assess fauna populations, prepare management plan, and control or maintain fauna populations. Managing fauna populations requires knowledge of legislative and enterprise requirements, biology of the species and its habitats, predators and competitors, field monitoring and assessment techniques, firearms and/or trapping license requirements, fauna capture and disposal techniques, and animal care and ethics committee license requirements.

Element	Performance Criteria
1 Access fauna populations	<div data-bbox="759 790 1412 1619"> <div>1.1 Conduct surveys for distribution, ecology, viability, genetic diversity and threats.</div> <div>1.2 Increase or decrease in species population size and range is determined.</div> <div>1.3 Desirability of the population change is assessed in terms of impact on immediate environment.</div> <div>1.4 Condition of the environment and habitats is assessed for ongoing support of the species.</div> <div>1.5 Overall species numbers and other locations are researched to determine significance of local population.</div> <div>1.6 Attitudes of stakeholders to the species are assessed to determine acceptable range of population management options.</div> <div>1.7 Cost/benefit analysis of population management options is completed.</div> </div>
2 Prepare management plan	<div data-bbox="759 1653 1412 2016"> <div>2.1 Plan of management is developed from assessment according to enterprise procedures.</div> <div>2.2 Submissions for funds are made to implement the plan of management according to enterprise procedures.</div> <div>2.3 Plan of management is assessed, endorsed</div> </div>

			and recommended according to enterprise procedures, costs and funds.
3	Control or maintain fauna populations	3.1	Plan to control or maintain species is developed into a series of intervention measures in accordance with enterprise policy and resource constraints.
		3.2	Measures to manage population are implemented according to legislative and enterprise requirements.
		3.3	Permits for population management are obtained according to legislative requirements.
		3.4	Stakeholders and staff are informed about population management measures according to enterprise procedures.
		3.5	Staff are trained, and where required, licensed to manage population.
		3.6	Occupational health and safety and public safety requirements are met during process to manage population.
		3.7	Incidents with species are managed according to legislative, enterprise, occupational health and safety and public safety requirements.
		3.8	Plan of management is monitored and adjusted and results recorded in accordance with legislative requirements and 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.

In which areas might the management of species be relevant?	Park, reserve, community lands or over a wider area, e.g., region, State or National.
What does viability include?	The ability of species to maintain biodiversity and to breed in face of threats.

Which threats may be included in this standard?	Damage to habitats, predators, damage to food sources, fire, unseasonal weather conditions, pests and disease, human presence and interventions (including hunting, killing, injury to species and other actions), habitat loss and fragmentation, and competition with introduced species for food, shelter, sites, etc.
How is genetic diversity determined?	Through research into history of communities in the area under review, field monitoring and assessment, and genetic testing of individuals within populations.
How is the significance of local population assessed?	In terms of overall population, viability of populations and habitats and its genetic diversity.
How is the local environment impacted?	By population expansion or contraction through other species of flora and fauna, soils, water and land forms.
How is the condition of the environment determined?	By an assessment of its natural integrity, habitats, ecosystem diversity, species diversity, community diversity and viability, earth processes and succession.
How might the plan of management be defined?	By internal memos, letters or reports, or by formal report and funding submissions.
What forms of records may be included?	Records of observations, formal reporting documents, electronic databases and records, incident reports and formal progress reports.
Who might be the stakeholders relevant to this standard?	The enterprise managing place or area, Government agency with management responsibility for place or area or legislative responsibility over place or area, voluntary agencies with an interest in the place or area, research and/or historical and/or educational institutions and personnel, visitors to the place or area, Indigenous peoples with an interest in the place or area, local population and general public, international communities, businesses operating in park such as tour operators, concessionaires and accommodation operators, future generations, primary producers, Departments of Primary Industry, tourists and those with commercial interests (e.g., kangaroo shooters).

What methods might be used to obtain stakeholders views?	Through interviews, meetings with groups of stakeholders, media, visitor surveys, mailed letters or questionnaires.
What are the views of stakeholders that may be included?	Impact on region of place/area, cultural values, views based on historical events, desire to protect indigenous species and geophysical areas of value, access for environmental protection, cultural, tourism, recreation, and other resource use purposes, economic and social.
How might population decrease be managed?	By poisoning, shooting, trapping, physical removal of habitats, transfer to another location, biological agents, and sterilisation.
How might population increase be managed?	By control of predators, physical protection, removal of competitors, breeding programs, management of genetic diversity, protection/regeneration/restoration of habitats and re-introduction to areas.
Which permits and licences may be included?	Firearm, license to trap, shoot or capture, license to keep in captivity, permit to sell, permit to remove young or eggs, scientific license, Animal Care and Ethics Committee or equivalent license, and Commercial harvesting license.
What sorts of incidents may be relevant to this standard?	Accidents while assessing, monitoring or capturing species and attacks by species on staff.
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 fauna populations requires evidence that a fauna population has been successfully managed according to enterprise guidelines and industry best practice. The skills and knowledge required to manage fauna populations must be **transferable** to a range of work environments and contexts. For example, this could include different species, environments and management techniques and approaches.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Legislative and enterprise requirements.• Biology of species, habitats, predators, competitors.
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- Field monitoring and assessment techniques.
- Basic veterinary understanding of species.
- Management planning.
- National and international research on fauna populations and genetic diversity.
- Firearms and/or trapping license requirements.
- Fauna capture and disposal techniques.
- Source information and implement instructions on the care of fauna.
- Animal Care and Ethics Committee license requirements.

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 fauna populations.
 - Prepare management plan.
 - Control or maintain fauna populations.
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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 and verbal instructions to agency management, field staff and contractors.
2. How can information be collected, analysed and organised (3) ?	Through fauna research and population size assessment according to agency guidelines.
3. How are activities planned and organised (3) ?	Development of control strategies and techniques.
4. How can team work (2) be applied?	Operations involving assessment of fauna populations and management activities.
5. How can the use of mathematical ideas and	Analysis of statistics regarding fauna populations.

techniques (3) be applied?

6. How can **problem-solving skills (3)** be applied?

Identification of appropriate management strategies for managing fauna.

7. How can the **use of technology (2)** be applied?

Use of field 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.

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.

RTD5202A Design control measures and structures

This competency standard covers work functions associated with the formal engineering design of erosion and sediment control measures, and structures including farm dams. The work is carried out on land disturbing projects in both urban and rural environments. It requires the ability to identify measures to be designed, apply design procedures, and prepare specification schedule. Designing control measures and structures requires a knowledge of relevant environmental, planning and groundwater legislation, erosion control and design principles, soils and soil formation, earthmoving principles, total catchment issues, managing peak water flows, and subsurface and surface drainage principles and systems.

Element		Performance Criteria	
1	Identify measures to be designed	1.1	Plan or strategy is reviewed for technical accuracy and environmental impacts.
		1.2	Adherence to regulations and legislation is confirmed and noted on works plans.
		1.3	Design criteria are applied in line with industry standards.
2	Apply design procedures	2.1	Catchment characteristics are calculated to required accuracy in line with industry standards.
		2.2	Methods to determine design specifications are in accordance with industry standards.
		2.3	Measures are modified in response to applying design procedures and follow accepted industry practises.
3	Prepare specification schedule	3.1	Documentation provided aligns with the plan and follows industry standards.
		3.2	Suitability of design specifications are confirmed to comply with the category of work.

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.

What is the industry standard for design measures and structures?	Australian Rainfall & Runoff 1987.
Which industry sectors may be included?	Local government, urban, civil construction, forestry, extractive industry, rural, natural resource management.
Which industry people may be included?	Site engineers, project managers, advisers, consultants, earthmoving contractors, site supervisors, forest supervisors of foresters.
What types of measures designed may be included?	Sediment basins, containing banks, waterways, run-off control structures, revegetation, rural road and track drainage structures, top soil stripping, stock piling and respreading, silt fencing, hay bales, raised pondage around drop inlet drains, netting windbreaks, watering for dust control, dams, flumes, pipe structures, drop structures, diversion banks, catch drains, graded banks.

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 control measures and structures requires evidence that designs and specifications have been prepared and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to design control measures and structures must be **transferable** to a range of work environments and contexts. For example, this could include different measures and structures, environments and locations.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Relevant environmental, planning and groundwater legislation.• Erosion control and design principles.• Soils and soil formation.
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- Levels and levelling.
- Earthmoving principles.
- Total catchment issues.
- Legal requirements - permits.
- Environmental issues.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.
- Awareness of the limitations of design aids provided for industry.

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:

- Identify measures to be designed.
 - Apply design procedures.
 - Prepare specification schedule.
 - Cost and provide recommendations.
 - Collaborate with planner.
 - Use computer design programs.
-

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.

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| 1. How can communication of ideas and information (3) be applied? | By discussing control measures and structures unit at meetings, or formally in writing with clients and stakeholders. |
| 2. How can information be collected, analysed and organised (3) ? | Designing control measures and structures will require detailed information to be collected, analysed and organised by research and consultation. |
| 3. How are activities planned and organised (3) ? | Designing control measures and structures requires following industry best practice design |
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	processes and procedures.
4. How can team work (3) be applied?	Designing control measures and structures will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (3) be applied?	Complex mathematical techniques relating to design and construction could be applied.
6. How can problem-solving skills (3) be applied?	While Designing control measures and structures, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (3) be applied?	Design and information presentation technology may 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.

RTD5203A Plan erosion and sediment control measures

This competency standard covers the development of erosion and sediment control plans, which address the relevant legislation and issues associated with land disturbing projects. It requires the ability to establish the suitability of a development proposal, develop erosion and sediment control strategies, and to prepare an erosion and sediment control plan. Planning erosion and sediment control measures requires a knowledge of relevant environmental, planning and ground water legislation, erosion and sediment control techniques, design principles, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, subsurface and surface drainage principles, and systems and awareness of the limitations of design aids provided for industry.

Element	Performance Criteria
1 Establish suitability of development proposal	<div data-bbox="759 927 1410 1509"> <div data-bbox="759 927 1410 1016">1.1 Data concerning suitability of development site is compiled using industry methodology.</div> <div data-bbox="759 1016 1410 1151">1.2 Alterations or modifications to the development plan are noted and reported to developer or consent authority.</div> <div data-bbox="759 1151 1410 1330">1.3 Compliance is established with relevant regulatory planning authority or environmental legislation following industry procedures.</div> <div data-bbox="759 1330 1410 1509">1.4 Concurrence is established relating to suitability of development proposal and conforms with erosion and sediment control guidelines.</div> </div>
2 Develop erosion and sediment control strategy	<div data-bbox="759 1547 1410 1989"> <div data-bbox="759 1547 1410 1682">2.1 Erosion control measures are developed consistent with industry principles and selection criteria.</div> <div data-bbox="759 1682 1410 1816">2.2 Sediment control measures are developed consistent with industry principles and selection criteria.</div> <div data-bbox="759 1816 1410 1989">2.3 Erosion and sediment control strategies are established and documented in co-operation with the developer and relevant consent authority.</div> </div>

3	Prepare an erosion and sediment control plan	3.1	Selection criteria for earthwork structures or measures are checked against industry guidelines.
		3.2	Design specifications for structures incorporated in plan details.
		3.3	Erosion and sediment control plan and documentation supporting the plan follow industry 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.

Which industry sectors may be included?	Local government, urban, civil construction, forestry, extractive industry, rural, natural resource management.
What are the nine industry standard planning principles for erosion and sediment control?	<ul style="list-style-type: none"> • Measures taken to ensure compatibility of land capability and proposed development. • Erosion and sediment control plans prepared. • Land exposure is the smallest area for the shortest possible time. • Topsoil is saved for re-use. • Runoff controlled onto, through and from the site. • Erosion control measures utilised to prevent on-site damage. • Sediment control measures utilised to prevent off-site damage. • Disturbed area rehabilitated quickly. • Erosion and sediment control measures maintained.
Which industry sector people who access development sites may be included?	Contractors, designers, planners, site engineers, project managers, advisers and consultants that plan erosion and sediment, control works and practices, foresters.
Which components of erosion and sediment control strategy may be included?	Control of run-on water above the site, existing and formed drainage patterns, preventing on-site damage, rapid revegetation and mulching.
Which site data relating to suitability may be included?	Site physical features, soil particle size and erodibility, existing drainage patterns.

Which types of projects may be included?	Control of land degradation, dune reclamation, mine rehabilitation, water conservation, drainage systems, ponding schemes, (rural) road and track construction and maintenance.
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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 erosion and sediment control measures requires evidence that erosion and sediment control measures have been planned and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to plan erosion and sediment control measures must be **transferable** to a range of work environments and contexts. For example, this could include different soils, situation and topography.

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 environmental, planning and groundwater legislation.
 - Planning process for erosion and sediment control.
 - Erosion control and design principles.
 - Soils and soil formation.
 - Levels and levelling.
 - Earthmoving principles.
 - Total catchment issues.
 - Legal requirements - permits.
 - Environmental issues.
 - Country code.
 - Managing peak water flows.
 - Subsurface and surface drainage principles and systems.
 - Awareness of the limitations of design aids provided for industry.
-

What specific skills are needed to achieve the

To achieve the performance criteria, some complementary skills are required. These skills include

performance criteria?

the ability to:

- Establish suitability of development proposal.
 - Collaborate with designers.
 - Prepare reports on erosion and sediment control plans.
 - Effectively communicate.
 - Develop erosion and sediment control strategy.
 - Prepare an erosion and sediment control plan.
-

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?	By discussing erosion and sediment control measures at meetings, or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Planning erosion and sediment control measures will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (3) ?	Planning erosion and sediment control measures requires extensive planning and organising of resources and others.
4. How can team work (3) be applied?	Planning erosion and sediment control measures will require the development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (3) be applied?	Complex mathematical techniques relating to erosion control design could be applied.
6. How can problem-solving skills (3) be applied?	While Planning erosion and sediment control measures, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (3) be applied?	Analysis, design and presentation technology may 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.

RTD5204A Plan conservation earthworks

This competency standard covers the development of conservation works plans featuring erosion control for the protection of rural lands. It requires the ability to establish client needs, develop a strategy to utilise earthworks, and prepare a detailed works plan.

Planning conservation earthworks requires knowledge of relevant environmental, planning and ground water legislation, erosion control and design principles, natural areas (particularly topsoil) protection, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, subsurface and surface drainage principles, and systems and awareness of the limitations of design aids provided for industry.

Element		Performance Criteria	
1	Establish client needs	1.1	The proposed land use is discussed and confirmed in writing with the landholder.
		1.2	The catchment characteristics are reviewed and discussed considering the proposed land use.
		1.3	Current impacting legislation and policies are explained to the landholder.
		1.4	Possible strategies are discussed with the landholder and the best option confirmed in writing.
2	Develop the strategy to utilise earthworks	2.1	Property ownership and boundary are confirmed by checking maps and titles.
		2.2	Profile of catchment is determined from survey and aerial photographs.
		2.3	Earthworks concept is developed consistent with industry principles and selection criteria.
		2.4	Final water disposal points are established in line with proposed strategy.
		2.5	Proposed location of structures are tested by survey and discussed with landholder.
		2.6	Preferred strategy is documented according to enterprise guidelines.
3	Prepare a detailed works	3.1	Plan is prepared according to enterprise

plan

guidelines and industry best practice.

- 3.2 Selection criteria applied for earthwork structures or measures aligns with industry standards.
- 3.3 Design of relevant structures are communicated with specific details to qualified designer.
- 3.4 Relevant documentation is prepared and presented, and is consistent with category of work and industry standards.

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 impacting legislation may be included?	State soil conservation acts, relevant OHS provisions, environmental, pollution control acts, native vegetation and water reform acts, local government act.
Which earthworks constructions may be included?	Dams, bank and drain, waterways, land rehabilitation and water ponding schemes.
Which water requirements may be included?	The consideration of the volume of run off from the catchment profile, size and shape of storage.
Which types of dams may be included?	Gully embankment, hillside, excavated, ring, turkey nest, spread bank.
Which types of banks may be included?	Graded, diversion, trainer, back push, absorption, water spreading, water ponding.
Which factors involved in dam planning may be included?	Site attributes, soil investigations, proposed storage capacities, predicted run off, cost considerations.
Which factors involved in determining bank profiles may be included?	Specification, dimensions, spacing, optimum gradients, cost considerations.
Which category of treatment for land rehabilitation may be included?	Gully fill and shaping, pipe installation, contour ripping, tree planting along rip lines.
Which works plans may be included?	Maps, supporting documentation, construction details (including surveys), specific notes, soil disturbance minimisation.

What maps may be relevant to this standard?	Site map detailing relevant physical and environmental site conditions.
Which factors should be considered in selecting the dam site and shape ?	S/E (storage/excavation) ratio, ground slope, soil type, stability of spillway, type and volume of material available.

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 conservation earthworks requires evidence that conservation earthworks have been appropriately planned according to enterprise guidelines and industry best practice. The skills and knowledge required to plan conservation earthworks must be **transferable** to a range of work environments and contexts. For example, this could include different structures, soil types and topography.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Relevant environmental, planning and groundwater legislation.• Relevant environmental, planning and earthwork construction standards and Codes of Practice.• Earthwork structures.• Erosion control and design principles.• Natural areas (particularly topsoil) protection and rehabilitation principles.• Soils and soil formation.• Levels and levelling survey plans and titles.• Earthmoving principles.• Total catchment issues.• Land use and land development strategies.• Legal issues.• Environmental issues.• Country code.• Managing peak water flows.• Subsurface and surface drainage principles and systems.
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- Limitations of design aids provided for industry.

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:

- Establish client needs.
- Carry out site investigations including surveying.
- Develop a strategy to protect natural areas.
- Develop the strategy to utilise earthworks.
- Recommend appropriate construction equipment.
- Prepare detailed project costing.
- Prepare a detailed works plan.
- Negotiate agreed project outcome.

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?	By discussing conservation earthworks planning at meetings or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Planning conservation earthworks will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (3) ?	Planning conservation earthworks requires designing strategies and processes.
4. How can team work (3) be applied?	Planning conservation earthworks will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (3) be applied?	Complex mathematical techniques relating to surveying, planning and design could be applied.
6. How can problem-solving skills (3) be applied?	While planning conservation earthworks, technical, organisational and cultural problems may arise requiring complex solutions.

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| 7. How can the use of technology (3) be applied? | Planning, presentation and design technology may be required. |
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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 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.

RTD5401A Define the pest problem in a regional or broader context

This competency standard covers the process of analysing information on pest impacts and land management or production processes to define the scope of a pest problem within a regional or broader context. It requires the ability to define the land management and/or production process for the area affected by the target pest problem, analyse the pest problem, determine critical control points for management of the pest problem, and analyse the impacts of the pest. Defining the pest problem in a regional or broader context requires a knowledge of plant and animal identification, ecological systems and legislation, pest biology, vectors, plant survey, ecological systems and production systems.

Element	Performance Criteria
1 Define the land management and/or production process for the area affected by the target pest problem	<p>1.1 Consultation with other land users, regional land management bodies and other relevant stakeholders in the affected area is documented.</p> <p>1.2 Desired land management and/or production outcomes are identified.</p> <p>1.3 Performance criteria for measuring land management and/or production outcomes are determined.</p> <p>1.4 Critical activities required to achieve the desired outcomes are identified.</p> <p>1.5 Land management and/or production process is mapped against the annual planning cycle.</p> <p>1.6 Land management and/or production process budget is determined.</p>
2 Analyse the pest problem	<p>2.1 Target pest(s) distribution within the affected area is determined in consultation with other stakeholders.</p> <p>2.2 Target pest distribution data supplied by stakeholders is validated.</p> <p>2.3 Factors that influence the target pest(s) population and distribution within the affected area are described.</p>

		2.4	Pest life cycle is mapped.
3	Determine critical control points for management of the pest problem	3.1	Periods of greatest risk in the land management and/or production process are identified in consultation with other stakeholders.
		3.2	Periods of target pest vulnerability within its life cycle are identified.
		3.3	Land management and/or production process map and target pest life cycle map are consolidated.
		3.4	Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders.
4	Analyse the impacts of the pest	4.1	Economic losses resulting from the pest presence are measured or estimated in consultation with other stakeholders.
		4.2	Environmental impacts from the pest presence are measured or estimated in consultation with other stakeholders.
		4.3	Potential risks relating to disease or toxicity are defined.

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.

What pests may be relevant to this competency standard?	Weeds, molluscs and vertebrate pests.
Which relevant federal, state legislation and local regulations may be included?	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.

Which types of land uses may be included?	Agricultural and aquacultural production, forestry, nature and wildlife reserves, heritage areas and recreation.
What forms of land value may be relevant?	Economic and environmental value.
What economic costs may be caused by vertebrate pests?	Loss of pasture, loss of livestock, loss of fish stock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
What methods and techniques 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 (chemical, cultural).
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values, and public health values.
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.
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 factors may affect pest population?	Food supply, water supply, habitat conditions, natural predators, existing control, hunting and harvesting activities, disease and parasites, climate and weather and land topography.

How might supporting and validating data be obtained?	Direct observation, satellite information, GIS, air flown MSS and aerial photography.
What types of weeds might be relevant to this competency standard?	Economic weeds, aquatic weeds and environmental weeds.
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 defining the pest problem in a regional or broader context requires evidence that the scope of a pest problem within a regional or broader context and its impacts on land management or production processes has been analysed, defined and reported according to industry and enterprise standards and expectations. The skills and knowledge required to define the pest problem in a regional or broader context must be **transferable** to a range of work environments and contexts. For example, this could include a different pest, region or reporting format.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Land use processes, ecological systems and production systems.• Relevant legislative and regulatory requirements.• Environmental protection legislation.• Plant and animal identification.• Ecological systems and legislation.• Pest biology.• Survey techniques.• Target pest distribution and characteristics.
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What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</p> <ul style="list-style-type: none">• Analyse problems.• Plan strategically.• Define the land management and/or production process for the area affected by the target pest problem.
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- Analyse the pest problem.
- Communicate with stakeholders.
- Facilitate communication between stakeholders.
- Determine critical control points for management of the pest problem.
- Analyse the impacts of the pest.
- Report on and document analytical and strategic 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?	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 gathering and analysis methods and techniques.
3. How are activities planned and organised (3) ?	Organising stakeholder's participation in analysis activities.
4. How can team work (3) be applied?	Building and maintaining pest management team and support 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 data and defining the scope of the problem.
7. How can the use of technology (2) be applied?	Collating data, documenting findings and developing 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.

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.

Element	Performance Criteria
1 Determine land management/production objectives	<div data-bbox="759 927 1410 1648"> <p>1.1 Other land users, regional land management bodies, landcare committees and relevant stakeholders are consulted regarding regional and local objectives.</p> <p>1.2 Outcomes of consultation incorporating regional and local objectives are recorded according to enterprise guidelines.</p> <p>1.3 Objectives address major land uses and production activities affected by the impacts of the target pests.</p> <p>1.4 Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.</p> <p>1.5 Objectives comply with national, State and regional strategies for land and pest management.</p> </div>
2 Estimate costs and advantages for the management units most affected by the target pests	<div data-bbox="759 1688 1410 2038"> <p>2.1 The diversity of land management and production values that the target pests affect within the affected region or area is defined.</p> <p>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.</p> <p>2.3 The likely costs of control are compared</p> </div>

			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	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 and documented 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, integrated pest management principles, environmental acceptability, and statutory requirements for pest control.
5	Negotiate strategies with relevant stakeholders in the affected area	5.1	The strategy is based on the definition of the problem using data from measurement of abundance and impacts.
		5.2	The strategy clearly documents the pest problem, the objectives, the prioritised management units, the performance criteria, and the most suitable management options.
		5.3	Strategies are agreed and confirmed through relevant stakeholder consultation and

negotiation.

- 5.4 Strategies are published and distributed to relevant stakeholders, organisations and interest groups.

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.

What pests may be is relevant to this competency standard?	Weeds, molluscs and vertebrate pests.
In what context are planning activities undertaken?	Whole-farm and sustainable land management principles.
Which types of land uses may be included?	Crown land, agricultural and horticultural properties, aquaculture, forestry, nature and wildlife reserves, heritage areas and recreational land.
Which relevant Federal or State legislation and local regulations may be included?	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.
What forms of land value may be relevant?	Economic and environmental value.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values, and public health values.
What management options may be relevant?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

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 fish stock, 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:
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- 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	Collating and determining significance of data.

mathematical ideas and techniques (2) be applied?

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| 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. |
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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 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.

RTD5403A Develop a system for monitoring the pest management strategy

This competency standard covers the process of developing of systems to monitor pest management strategies. It requires the ability to research and identify pest strategy monitoring requirements, and to document monitoring programs. Developing a system for monitoring the pest management strategy requires knowledge of land management processes, production processes, procedures for monitoring and recording, pest biology, relevant legislative and regulatory requirements, and environmental protection legislation.

Element	Performance Criteria
1 Research and identify pest strategy monitoring requirements	1.1 Attitudes and management practices of other land users, regional land management bodies and other relevant stakeholders are assessed for relevance and usefulness in the monitoring system.
	1.2 Procedures for monitoring and recording economic impacts of pests are developed.
	1.3 Procedures for monitoring and recording environmental impacts of pests are developed.
	1.4 Procedures for monitoring and recording pest abundance are developed.
2 Document a monitoring program	2.1 Monitoring procedures are documented and accessible to relevant personnel.
	2.2 Recording systems are documented and accessible to relevant personnel.
	2.3 Monitoring program includes schedule for monitoring activities aligned to milestones in the pest management strategy.
	2.4 Reporting procedures are defined.

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.

What **pests** may be relevant to this competency standard? Weeds, molluscs and vertebrate pests.

What land uses may be relevant?	Agricultural and aquacultural production, nature and wildlife reserves, recreation, forestry and heritage areas.
Which relevant Federal or State legislation and local regulations may be included?	Environmental protection, noxious weeds, farm chemicals, 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.
Which types of land value may be included?	Economic and environmental value.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
How might supporting and validating data may be obtained?	By direct observation, satellite information, GIS, and air-flown MSS.
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 sorts of damage and loss may be caused by vertebrate pests?	Loss of pasture, loss of livestock, loss of fish stock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.
What might weeds include?	Weed in production systems (crops, pastures, rangelands, forestry), and environmental weeds (including terrestrial and aquatic vegetation).
What comparative data may apply to this unit?	Reduction in damage and loss observed, and regeneration observed.

What forms of **documentation** may be included? Maps and plans.

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 system for monitoring the pest strategy requires evidence that the developed monitoring procedures and record keeping processes comply with industry and enterprise standards and expectations. The skills and knowledge required to develop a system for monitoring the pest strategy must be **transferable** to a range of work environments and contexts. For example. This could include different pest species and monitoring 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 unit are listed below:

- Land management processes.
 - Production processes.
 - Procedures for monitoring and recording.
 - Pest biology.
 - Relevant legislative and regulatory requirements.
 - Environmental protection legislation.
-

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:

- Analyse problems.
 - Plan strategically.
 - Report on and document monitoring activities.
 - Communicate with stakeholders.
 - Facilitate communication between 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?	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 gathering, and analysis methods and techniques.
3. How are activities planned and organised (3) ?	Organising stakeholder's participation in monitoring activities.
4. How can team work (3) be applied?	Building and maintaining pest management team and supporting team activities.
5. How can the use of mathematical ideas and techniques (3) be applied?	Collating and determining significance of data.
6. How can problem-solving skills (3) be applied?	Analysing pest problem and defining the scope of the problem.
7. How can the use of technology (2) be applied?	Collating data, documenting findings and developing 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.

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.

RTD5404A Coordinate the pest management strategy in a regional or broader context

This competency standard covers the process of identifying the activities required to meet the objectives of the strategic plan, and the coordination of human and physical resources in order to achieve those objectives. It requires the ability to determine the time periods and milestones, define specific objectives for the pest management strategy, identify activities required to achieve specific objectives, estimate resources required to complete the required activities, and develop an action plan to guide implementation of the strategic plan. Coordinating the pest management strategy in a regional or broader context requires knowledge of land management processes, relevant legislative and regulatory requirement, pest control methods and techniques, social and environmental issues, and human and resource management principles.

Element	Performance Criteria
1 Determine the time period and milestones for the implementation of the pest management strategy	1.1 Stakeholders are consulted regarding time period and milestones.
	1.2 Time period and milestones are documented according to enterprise guidelines.
	1.3 The time period complies with the objectives in the management strategy.
	1.4 The time period is realistic to allow achievement of the objectives while taking account of target pests life cycle and behaviour patterns, and land management and production activity cycles.
	1.5 Milestones are aligned to critical control points in the target pest's life cycle, and the land management and production activity cycles.
	1.6 Milestones identify a key, measurable point in the time period.
2 Determine specific objectives for the pest management strategy	2.1 Objectives to be achieved at each milestone are defined in consultation with other relevant stakeholders .
	2.2 Performance criteria for objectives at each milestone are documented.

		2.3	Objectives and performance criteria are measurable.
3	Identify activities required to achieve specific objectives	3.1	Activities required to achieve objectives by proposed deadlines are determined and documented in consultation with other stakeholders.
		3.2	Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements.
		3.3	Monitoring and measurement activities are selected and scheduled to comply with the pest management strategy, and in accordance with relevant statutory and regulatory requirements.
4	Estimate resources required to complete the required activities	4.1	Estimates of personnel required to carry out activities are documented.
		4.2	Plant and machinery required to carry out activities are estimated.
		4.3	Materials required to carry out activities are estimated.
		4.4	Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.
5	Develop an action plan to guide implementation of the strategic plan	5.1	The action plan documents the time period, milestones, objectives, activities, required resources and budget to implement the strategy.
		5.2	Potential contingencies are addressed in the action plan.
		5.3	Agreement to the action plan and commitment by other stakeholders is documented.

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.

Which land uses may be relevant?	Agricultural and aquacultural production, forestry, nature and wildlife reserves, heritage areas and recreation.
Which pests may be relevant to this competency standard?	Weeds, molluscs and vertebrate pests of crops, pastures, rangelands, native vegetation and waterways.
Which relevant Federal or State legislation and local regulations may be included?	Environmental protection, noxious weeds, farm chemicals, 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.
What forms of land value may be relevant?	Economic and environmental value.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be included in the management units?	Biological values, agricultural values, environmental values, recreational and social values, and public health values.
What management options may be relevant?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).
What methods and techniques 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 (e.g., shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (e.g., chemical, cultural).

Which factors may affect pest population?	Food supply, water supply, habitat conditions, natural predators, existing control, hunting and harvesting activities, disease and parasites, climate and weather, and land topography.
How might support and validating data be obtained?	By direct observation, GIS, satellite information and air-flown MSS.
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 sorts of damage and costs may be caused by vertebrate pests?	Loss of pasture, loss of livestock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.
What comparative data may be included?	Reduction in damage and loss observed and regeneration observed.
What forms of documentation may be relevant?	Poisons register, MSDS and other relevant documentation.
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 coordinating the pest management strategy in a regional or broader context requires evidence that there is documentary verification of the effective and efficient coordination of human and physical resources in order to achieve objectives of the pest management strategy. The skills and knowledge required to coordinate the pest management strategy in a regional or broader context must be **transferable** to a range of work environments and contexts. For example, this could include different, pests and regional areas.

What specific

Knowledge and understanding are essential to apply this

knowledge is needed to achieve the performance criteria?

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:

- Land management and production processes.
- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Social and environmental issues.
- Exotic diseases.
- Human resource management principles.
- Budgetary management.
- Pest biology.
- Project planning and management processes.
- Development of objectives and timelines.

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, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Determine the time period and milestones for the implementation of the pest management strategy.
- Determine specific objectives for the pest management strategy.
- Identify activities required to achieve specific objectives.
- Estimate resources required to complete the required activities.
- Develop an action plan to guide implementation of the strategic plan.
- Development documents and reports.

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** Consulting and liaising with stakeholders, and

ideas and information (3) be applied?	facilitating stakeholder meetings and discussions.
2. How can information be collected, analysed and organised (2) ?	Analysing the local pest management strategy.
3. How are activities planned and organised (3) ?	Organising stakeholder participation in action plan development.
4. How can team work (3) be applied?	Working with local pest management team and stakeholders.
5. How can the use of mathematical ideas and techniques (2) be applied?	Estimating resource needs and developing timelines.
6. How can problem-solving skills (2) be applied?	Analysing pest management strategy and developing relevant actions.
7. How can the use of technology (2) be applied?	Documenting action plans.

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.

RTD5405A Evaluate the pest management strategy

This competency standard covers the process of evaluating pest management strategies and making recommendations for improvements. It requires the ability to collate available data, assess data against objectives and performance criteria, compile reports of strategy evaluation, and recommend modifications to the pest management strategy. Evaluating the pest management strategy requires knowledge of land management and production processes, relevant legislative and regulatory requirements, environmental protection legislation, pest control methods and techniques, social and environmental issues, and statutory requirements for pest control.

Element		Performance Criteria	
1	Collate all available data	1.1	Data on pest abundance are collated.
		1.2	Data on economic impacts of pests are collated.
		1.3	Data on environmental impacts of pests are collated.
		1.4	Data on pest strategy operating costs are collated.
2	Assess data against objectives and performance criteria	2.1	Actual results are compared with objectives and performance criteria for the strategy.
		2.2	Actual costs are compared with budget for the strategy.
		2.3	Cost and benefits of the strategy are analysed and documented.
3	Compile report of strategy evaluation	3.1	Report includes discussion of results of data analysis.
		3.2	Indicators of good performance of the strategy are isolated and discussed.
		3.3	Indicators of poor performance of the strategy are isolated.
		3.4	Causes of poor performance are examined.
		3.5	Conclusions about pest management strategy in relation to changes in pest abundance and impacts are clearly stated.
		3.6	Conclusions are supported by the data.

4	Recommend modifications to pest management strategy	4.1	Recommendations and relevant issues are documented in a report according to enterprise guidelines
		4.2	Recommendations to modify or eliminate causes of poor performance, or to enhance current performance are made
		4.3	Recommendations to enhance the strategy to continue to reduce impacts on land management and/or production processes are made

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.

What land uses may be relevant?	Agricultural and aquacultural production, nature and wildlife reserves, recreation, forestry and heritage areas.
Which relevant Federal or State legislation and local regulations may be included?	Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, farm chemicals, 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.
Who might the other stakeholders referred to in this standard be?	Land managers and aquaculturists in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
Which measures of potential or actual impact may be relevant to this competency standard?	Biological values, agricultural values, environmental values, recreational and social values, and public health values.
What management options may be relevant?	Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What methods and techniques 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 (e.g., shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control including chemical, biological control and mechanical removal.
Which pests may be relevant to this standard?	Weeds, molluscs and vertebrate pests.
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 sorts of damage and costs may be relevant to this competency standard?	Loss of pasture, loss of livestock, loss of fishstock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.
Pests found in which areas may be included?	Rangelands, conservation areas, crops, pastures and aquatic zones.
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 evaluating the pest management strategy requires evidence that recommendations are based on appropriate evaluation of available data and meet industry and enterprise best practice standards in their structure, content and presentation. The skills and knowledge required to evaluate the pest management strategy must be **transferable** to a range of work environments and contexts. For example, this could include different pests and regional areas.

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:

- Land management process.
- Production process.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Pest control methods and techniques.
- Social and environmental issues.
- Statutory requirements for pest control.

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.
- Collate available data.
- Assess data against objectives and performance criteria.
- Report and document evaluation activities.
- Recommend modifications to the pest management strategy.

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 collations and analysis.

3. How are activities planned and organised (3) ?	Organising stakeholder's participation in evaluation activities.
4. How can team work (3) be applied?	Building and maintaining pest management team and supporting team activities.
5. How can the use of mathematical ideas and techniques (3) 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 (3) be applied?	Collating data, documenting planning activities, developing the strategic plan, and documenting project activities.

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.

RTD5502A Conduct field research into natural and cultural resources

This competency standard covers the process of conducting field research into natural resource and cultural areas for resource management and related purposes. This work is often done prior to, or in conjunction with the development of a resource management plan. It requires the ability to review existing knowledge, identify stakeholders, develop a research approach, conduct field investigations, develop process for involving decision-makers and report on the field investigation. Conducting field research into natural and cultural resources requires knowledge of relevant legislation, charters, Codes of Practice relating to natural and cultural resource areas, ecology, geological and biological diversity, population dynamics and control approaches, accepted scientific processes and historical research processes, and links between Indigenous heritage and natural resources.

Element		Performance Criteria	
1	Review existing knowledge	1.1	Existing information gathered through investigation and enterprise recording processes is examined to determine key features.
		1.2	Oral evidence , where it exists, is reviewed.
		1.3	Sites are inspected to assess condition and availability of further information.
		1.4	Information, records and places previously destroyed or damaged or under threat are identified as factors to be incorporated in the assessment process, strategies and plans.
		1.5	Scope of information is assessed for adequacy against the requirements of legislation, Codes of Practice and protocols.
		1.6	Appropriate database, geographic information system and other electronic and manual recording systems are identified for data collection according to enterprise procedures.
		1.7	Sources of expertise in research environments, identification of pollution, degradation and disturbance, and national and international issues and agreements are

		identified and accessed within and external to the enterprise.
	1.8	Areas of inadequate information are identified and recorded.
2	Identify stakeholders	<p>2.1 Stakeholders are identified in conjunction with local communities and groups, and government documentation and interviews.</p> <p>2.2 The current and relevant past land tenure for the place/area is investigated and recorded.</p> <p>2.3 Indigenous interests are determined through culturally appropriate approaches to regional and community organisations and individuals.</p> <p>2.4 Proper protocols are applied and key consultations conducted in approaches to regional and community organisations and individuals.</p> <p>2.5 Privacy requirements are complied within, according to the directions of stakeholders and according to legislative and enterprise requirements.</p> <p>2.6 Process of identifying stakeholders may be completed under the direction of a relevant cultural reference group.</p>
3	Develop research approach	<p>3.1 Objectives of the field research are determined in conjunction with those commissioning the research according to enterprise procedures.</p> <p>3.2 Objectives are used to identify specific types of investigation, techniques to be used, and physical areas of investigation.</p> <p>3.3 The types of investigation and techniques selected are assessed for hazards and risks in designated environment, including the special OHS requirements, access issues, and management of the research in a range of weather and area conditions.</p> <p>3.4 Existing information and data records are</p>

		reviewed to determine the starting point(s) for the fieldwork.
	3.5	Research methodology is consistent with the research objectives and in accordance with established natural resource management practice.
	3.6	Required resources are identified to establish and maintain the research program within the required time schedules and are appropriate to the environments that will be encountered.
	3.7	Personnel are selected for their competency in research techniques and safe operation in the expected environmental/cultural conditions.
	3.8	Stakeholders to be included in the consultation process are identified.
	3.9	Costs of field research are estimated and submitted for approval according to enterprise procedures.
	3.10	Sampling and recording processes are established for research information according to enterprise requirements, best practice and scientific standards.
<hr/>		
4	Conduct field investigations	4.1 Consultation and fieldwork undertaken to obtain information required to meet investigation objectives.
		4.2 Previously determined methodology is adjusted in light of progressive results and stakeholder feedback.
		4.3 Observations, records and monitoring are in accord with scientific practice and coordinated to meet research objectives .
		4.4 Impacts from areas external to area under investigation are identified.
		4.5 Equipment, techniques and people deployed to carry out investigations.
		4.6 Each field operation is documented and

		approved according to legislative and enterprise requirements for work in the research environment.
	4.7	Where required, appropriate equipment and skills are sourced for the capture, management and sampling of animal species.
	4.8	Information is analysed for impact on previously held hypothesis and other resources.
5	Develop process for involving decision-makers	<p>5.1 Information on stakeholders is used to determine interests held by organisations, groups and individuals, and cultural dimensions.</p> <p>5.2 Issues to be addressed with interest groups are defined.</p> <p>5.3 Consultation and decision-making process is developed to address the issues with individuals, groups and organisations in a culturally appropriate manner.</p> <p>5.4 Appropriate time is provided for consultative processes within groups and between individuals to occur and to obtain feedback on issues.</p> <p>5.5 Decision-making group, such cultural reference groups and other groups are formed where assistance is required to direct investigation, access information, to address issues and/or review the significance of place/area.</p>
6	Report on the field investigation	<p>6.1 Results of investigations are presented in a format that addresses the research objectives according to enterprise guidelines.</p> <p>6.2 Stakeholders are consulted on draft findings.</p> <p>6.3 The basis for the determination of outcomes is documented to legislative requirements, the organisation's policies and practices, and international and national processes.</p> <p>6.4 The determination of significance is</p>

submitted to the organisation and its external review processes, as required by legislation and Codes of Practice.

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 research objectives may be included?	Gathering of information for the purpose of determining significance, information for the development of conservation strategies and plans for a natural resource area, enterprise objectives for an area or place of significance, completion of aspects of a regional conservation plan, ongoing investigations to meet legislative and enterprise requirements as part of parks/reserves, or other types of resource management and special investigations for stakeholders.
Which techniques may be used in this standard?	Identification of ecosystems and mapping of cycles and species, recording species, populations, densities and health of the species, field observations and manual recording, taking, preserving and examining samples, capturing and examining wildlife, taking photographic records, tracking individual specimens by manual and electronic means, establishing databases and loading records, planning information collection to cover specific seasonal impacts and to obtain longitudinal data.
What is meant by threats ?	Threats are those actions or processes which may result in degradation or disturbance to places or ecosystems of natural significance and/or deterioration of places of cultural significance.
Which processes are applied in determining significance?	They may be as provided in legislation or Codes of Practice, according to the Australian Natural Heritage Charter, to accepted scientific and conservation practice and principles, modified to comply with cultural resource management requirements.

What may be included in documentation of significance?	Enterprise records of processes used, consultation and conclusions in file notes, internal memos, formal reports and/or advice, part of a park/reserve management plan and part of a regional management plan.
Who may be part of the cultural reference group ?	A formal or informal meeting/group of Indigenous stakeholders and representatives formed for the purposes of communication with cultural resource personnel, provision of advice on cultural matters and directing the gathering, management and release of cultural information.
Which groups of Indigenous people may be included?	Communities, clans, land councils, resource groups, and regional or State/Territory associations.
Which groups with an interest in place/area may be included?	Those with traditional responsibility as traditional owners and custodians involving various cultural forms such as traditions, dance and ritual, legal, historic, economic, scientific, contemporary, professional and researchers.
How can the sharing of information be determined?	At a local level and/or under the direction of Indigenous people.
Which people may constitute stakeholders ?	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, future generations, owners/managers of the park/reserve including: a trust managing the area of land, a government agency, private organisations, enterprises or individuals.
What culturally sensitive approaches may be included?	Observation of protocols for making contact with people and organisations, recognition of interests of individuals and peoples and authority assigned by Indigenous peoples within their communities, appropriate language, dress, deportment and communication techniques, sensitive use of recording methods, written, photographic, graphical and electronic, appropriate allowances of time for meetings and consultations, and are adjusted to suit the cultural backgrounds of groups and individuals.

What areas of privacy are relevant to this standard?	The rights of individuals, the special conditions associated with certain types of traditional knowledge, and approaches to traditional owners and custodians seeking information. Processes may be required to avoid recording or to restrict access to recorded sensitive information and to limit the oral or written transfer of sensitive information.
What would be included in the decision-making process ?	A single decision-making group such as a cultural reference group, or a decision making group working in association with a working party, heritage group, project team and elders groups or a custodians group.
What evidence of activity may be included?	Physical evidence in the form of buildings (both complete and incomplete), earthworks, other structures, cemeteries, changes to the native flora and the existence of exotic flora in man-made settings, hidden evidence in the form of evidence of previous existence of buildings, buried articles and disturbance to the natural geophysical features.
Which archaeological techniques may be used?	Photographic, non-destructive techniques such as ultra-sound, X-ray and ground radar, planned dig for underground evidence, complying with legislation and Codes of Practice and enterprise procedures and use of dating techniques.
What documentary sources of non-Indigenous activities may be included?	Government records, records of non-government organisations such as clubs, political parties and churches, newspapers and magazines, graphical information such as maps, plans, drawings, sketches, normal histories and historical research in published and unpublished form, family records such as diaries, photographs, heirlooms, libraries and genealogies.
From whom might oral evidence be gathered?	Verbal information provided by other staff, volunteers, long-term residents of nearby properties or within area and Indigenous people with a connection to the place/area.
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 field research into natural and cultural resources requires evidence that research has been appropriately carried according to community and agency guidelines and best practice procedures. The skills and knowledge required to conduct field research into natural and cultural resources must be **transferable** to a range of work environments and contexts. For example, this could include different stakeholder groups, environments, reasons for and scope of research work.

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:

- Conservation legislation, charters, Codes of Practice relating to natural and cultural resource areas.
- Various systems and processes for assessing significance.
- Ecology and biological diversity including aspects of living organisms, habitats and communities, and interactions between species.
- Geological diversity including aspects of stratigraphy, palaeontology, paedology, and soil classification.
- Relationships between geology and flora/fauna in natural resource environments.
- Microbiology including entomology for the area under assessment.
- Population dynamics and control approaches.
- Monitoring including life cycles and food chains.
- General understanding of range of cultural issues.
- Accepted scientific processes, including conservation processes and charters.
- Historical research processes.
- Research processes into cultures, religions, political systems, and arts and crafts.
- Geography, societies and related economics.
- General understanding of impacts of natural resources, such as geological settings, ecological processes, and interaction between natural and cultural processes.
- Monitoring including fabric deterioration, damage

and likely causes of deterioration and damage.

- Relevant international, national and local legislation and agreements as applying to park/reserve, including a good understanding of the concepts and potential operation of the *Burra Charter*, guidelines associated with the Charter and other ICOMOS.
- Legislation under which enterprise operates and research is commissioned.
- Grouping of Indigenous peoples appropriate to the area under review, and their cultural heritage.
- Processes defined in the Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Island Heritage Places.
- Links between Indigenous heritage and natural resources.

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:

- Review existing knowledge.
- Identify stakeholders.
- Develop research approach.
- Conduct field investigations.
- Develop process for involving decision-makers.
- Report on the field investigation.

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.

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| 1. How can communication of ideas and information (3) be applied? | Reports, briefing of staff and consultants. |
| 2. How can information be collected, analysed and organised (3) ? | Field notes, electronic means, surveying, sampling and photographic. |
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3. How are activities planned and organised (3) ?	According to enterprise guidelines
4. How can team work (2) be applied?	In decision-making, conducting research and consultation processes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Statistics incorporated into report.
6. How can problem-solving skills (3) be applied?	Threats and adjustments to research methodology.
7. How can the use of technology (3) be applied?	Computer and scientific 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.

RTD5503A Design a natural area restoration project

This competency standard covers the process of preparing a design for a restoration project in a natural area. It requires the ability to assess ecological restoration needs and prescribe solutions, use a range of graphic techniques, interpret legislation and regulations in relation to natural area restoration works, prepare a bill of quantities, estimate labour, machinery and equipment needs and costs, and use CAD software. Designing a natural area restoration project requires a knowledge of the design process, basic construction and engineering principles, drafting techniques, cost estimating, calculations of materials, labour, machinery and equipment, and environmental implications of restoration works.

Element		Performance Criteria	
1	Develop a design brief	1.1	The client is consulted to establish the purpose and requirements of design.
		1.2	The ecological aims and objectives for the restoration project are developed and confirmed with client.
		1.3	The design brief is developed and scope of extent of project is agreed with the client.
		1.4	The project budget is prepared in liaison with the client.
		1.5	A base plan of the site is obtained or prepared.
		1.6	Existing site data and information is reviewed prior to visiting the site.
2	Undertake a site analysis	2.1	The project site is visited and inspected at the first stage of the design work.
		2.2	Physical elements and features of the site, its physical and biological condition and the presence of threats are quantified and mapped onto the base plan.
		2.3	Soil, topography, aspect, habitat resources, existing vegetation and climatic factors are recorded on the base plan and in the site report.
		2.4	Legal requirements and constraints on

		restoration work are assessed.
	2.5	The potential for natural regeneration is assessed and the limiting factors are identified and recorded.
	2.6	Options for passive and active interventions are determined.
	2.7	Other relevant information is assessed and recorded.
3	Develop a concept design	
	3.1	Concept design is prepared to illustrate location and layout of the proposed restoration project according to the design brief.
	3.2	Consultation with the client is undertaken to establish agreement on options and approaches for development in accord with the proposed ecological aims and goals.
	3.3	A professional graphic format is used to present the concept design with supporting written information and justification or reasons for the proposed actions.
4	Produce a final design	
	4.1	A detailed plan is prepared and drafted according to the design brief, concept design and enterprise guidelines.
	4.2	Information on the design is relevant and precise and must clearly communicate the project works in a sequential manner.
	4.3	Plan, notes and specifications are included on the design to give an interpretation of the plan, to establish the quality and standard of the works, and the responsibilities of the contractor during implementation.
	4.4	Appropriate construction and engineering principles are applied to restoration design according to accepted industry standards and regulations.
	4.5	Further design documentation is

organised and/or prepared according to the design brief and enterprise guidelines.

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 physical elements and features are likely to be recorded?	Physical elements and features may include site boundaries, fences, roadways, tracks, footpaths, buildings and other structures, water features, recreational facilities, public access, adjacent land uses, easements and rights of way, built structures, overhead/underground services and utilities, existing vegetation and sites of cultural interest.
What threats may impact on the sites physical and biological condition?	Weeds, feral animals, erosion and exposure of ground surfaces, compaction of soils, debris or foreign matter.
What passive and active interventions may be relevant to this competency standard?	Passive interventions include changing management regimes, while active interventions may include habitat development, releasing regeneration niches, applying regeneration triggers such as tillage, fire or smoke products, wetting and drying cycles, installing biological foci, and mycorrhiza inoculation.
What other relevant information may need to be identified and analysed?	Other relevant information may include opportunities and constraints on restoration, human intrusions (such as vehicles, bikes, utility access and pedestrians), historical and cultural factors, laws and regulations impacting on restoration work, site for material storage and compound area, proximity to services and utilities, OHS issues, stakeholder/community involvements, and environmental impacts of proposed restoration works.
What activities may be included in a restoration project ?	Seeding/planting of vegetation, release and/or protection of native animal species, weed and pest animal control, assisted natural regeneration, protection of remnant plant species and communities, construction, maintenance or repair of structures such as signs, tracks and boardwalks, conservation earthworks, maintenance and protection of sites of cultural or natural significance.

What notes and specifications might be included on a final design to assist interpretation?	Notes and specifications may include the direction of North, the scale, legend of existing structures and features, technical specifications for structural components, client details, who developed the plan, lists of plant and animal species, threatened species, maintenance issues and compliance regulations.
What further landscape documentation may need to be prepared?	Further landscape documentation may include contracts, construction details, specifications, quotations and bills of quantities such as contracts unit costs, sub-contractor estimates, quantity calculations, brief specification of materials, contingency items, prime cost items, development and/or consolidation works.
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 a natural area restoration project requires evidence that a design brief can be developed, a site analysis can be undertaken, and a concept design and final plan can be produced. The skills and knowledge required to design a natural area restoration project must be **transferable** to a different work environment. For example, this could include different natural areas and environments, design approaches, and restoration techniques.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Design process. • Graphical presentation and drafting techniques. • Recognition of plant species and a range of ecological communities. • Natural regeneration potential and limits. • Ecological restoration theory and techniques. • Construction principle and practices.
What specific skills are needed to achieve the	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary

performance criteria?

skills are required. These include the ability to:

- Use a range of graphic techniques for illustrating design concepts.
 - Interpret legislation and regulations in relation to natural area restoration works.
 - Prepare a Bill of Quantities.
 - Estimate labour, machinery and equipment needs and costs.
 - Operate CAD software.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Communication of ideas and information may need to be applied when discussing the design brief with the client. |
| 2. How can information be collected, analysed and organised (3) ? | Information may need to be collected, analysed and organised after a site analysis has taken place. |
| 3. How are activities planned and organised (3) ? | Activities would be planned and organised around the time frame for the production of a natural area restoration concept design. |
| 4. How can team work (3) be applied? | Team work may be applied when to preparing the final design. |
| 5. How can the use of mathematical ideas and techniques (3) be applied? | Mathematical ideas and techniques may be applied when using drafting techniques. |
| 6. How can problem-solving skills (3) be applied? | Problem-solving skills may need to be applied if legislation or regulations dictate changes to the design. |
| 7. How can the use of technology (3) be applied? | The use of technology may be applied in the production of the final design. |
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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**.

RTD5507A Develop conservation strategies for cultural resources

This competency standard covers the process of development of conservation strategies and management policies for cultural resources as part of the overall park management and planning process. It requires the ability to define components of cultural heritage significance, review past strategies, plans and activities, review current and potential resource uses, identify threats to cultural places, and develop strategies for management of cultural resources. Developing conservation strategies for cultural resources requires knowledge of the range of conservation strategies for cultural areas, policies applying across all levels of government and within the specific region, national and international treaties, agreements and charters, design and implementation of consultation processes, policy analysis and impact statements, and tendering and contracting 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.

Element		Performance Criteria	
1	Define components of cultural heritage significance	1.1	Geographic and operational boundaries for conservation policy are defined.
		1.2	Results of studies of cultural significance for places and areas within the boundaries are reviewed and collated to develop park/reserve/region significance.
		1.3	Limits of acceptable change in the forms of deterioration and damage to the places of cultural significance are developed to legislative and enterprise requirements.
2	Review past strategies , plans and activities	2.1	Previous strategies and plans are compared with collated assessment of significance to determine compatibility.
		2.2	Current activities in the area are reviewed to assess their compatibility with the collated assessment of significance.
		2.3	Areas of incompatibility are documented to enterprise procedures.
3	Review current and potential resource uses	3.1	Impact of current uses on the cultural

		resources, including setting and surrounds, is assessed against the set limits of acceptable change to determine success of conservation approach.
	3.2	Feasible uses and/or client requirements are assessed.
	3.3	Possible changes to uses are developed to ensure cultural values are maintained.
4	Identify threats to cultural places	<p>4.1 Threats to cultural significance, both external and internal to the area under consideration, are identified.</p> <p>4.2 A risk assessment is made of all threats to determine potential impact on strategies.</p> <p>4.3 Policy changes required to address the threats are documented to enterprise requirements.</p>
5	Develop strategies for management of cultural resources	<p>5.1 Draft policy is developed to address the cultural significance that meets any shortfalls in previous strategies, allows for compatible resource uses, and addresses risks associated with any threats to the cultural values of the area.</p> <p>5.2 Consultations are conducted with stakeholders on draft policy in accordance with legislative, enterprise and good practice requirements.</p> <p>5.3 Consultations comply with cultural protocols and enterprise approaches to stakeholders.</p> <p>5.4 Draft strategies are modified to reflect stakeholder views as required in legislation, enterprise strategies and procedures and good practice.</p> <p>5.5 Strategies are submitted for approval to legislative and enterprise requirements.</p>

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 areas might the strategies be written for?	A place, an area, a park or group of parks, and may be separate documents, internal memos or included in a formal report or plan of management.
Which places of cultural significance 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, rock pictures, fish traps, middens and mounds, buildings and other structures such as jetties and piers, wrecks of vessels, and tidal movement and fresh water springs above and below low tide/high tide.
What feasible uses might be relevant to this standard?	Interpretation, tourism, recreation, camping and other accommodation, kiosks and cafes, hiking, and controlled use of resources such as minerals and timber.
How might communication with clients, residents and stakeholders be carried out?	By distribution of draft documents for comment, newsletters, brochures, letters, questionnaires, consultation meetings, and through interviews with individuals and small groups.
What might constitute threats in this standard?	Degradation and disturbance due to human activities within and around the park, pests including weeds and feral animals, disease, pollution in waters and air, noise, inappropriate works, impacts from nearby rural and aquaculture activities, deterioration and damage due to weather, impact of flora and fauna and uses of the area.
What are compatible uses ?	Compatible uses are those uses and volume of uses whose impacts on the places or areas are within the acceptable limit of change.
What is the acceptable limit of change?	Acceptable limit of change is that change to key conservation and/or ecological indicators regarded as acceptable within the long-term sustainability of the place/area.
What policies may be relevant?	National, international, State/Territory, enterprise and site specific.

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 conservation strategies for cultural resources requires evidence that a conservation strategy has been prepared according to enterprise guidelines and industry best practice and in compliance with national and international charters, treaties, guidelines and relevant legislation. The skills and knowledge required to develop conservation strategies for cultural resources must be **transferable** to a range of work environments and contexts. For example, this could include different strategies, resources, stakeholder groups and agencies.

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:

- The range of conservation strategies for cultural areas.
- The range of scientific and other concepts that are to be integrated into the policies.
- Policies applying across all levels of government and within the specific region, including those under catchment plans.
- International treaties, agreements and charters.
- Australian Natural Heritage Charter and the *Burra Charter* and the interpretation of the charters.
- Enterprise policies and procedures.
- Design and implementation of consultation processes.
- Policy analysis and impact statements.
- Tendering and contracting 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:

- Define components of cultural heritage significance.
- Review past strategies, plans and activities.
- Review current and potential resource uses.

- Identify threats to cultural places.
 - Develop strategies for management of cultural resources.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Submissions and reports. |
| 2. How can information be collected, analysed and organised (3) ? | Previous and existing policies and strategies. |
| 3. How are activities planned and organised (3) ? | Review policy. |
| 4. How can team work (3) be applied? | Consultation with stakeholders. |
| 5. How can the use of mathematical ideas and techniques (3) be applied? | Estimating resource requirements and budgets. |
| 6. How can problem-solving skills (3) be applied? | Conservation and management strategies. |
| 7. How can the use of technology (2) be applied? | Computers and field 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.

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.

RTD5517A Propose a negotiated outcome for a given area of country

This competency standard covers the process of proposing a negotiated outcome for a given area of country according to community guidelines and best practice procedures. It requires the ability to identify, select and define relevant issues related to the given area of country, gather and analyse information, formulate and communicate proposals, complete a proposal for a negotiated outcome for a given area of country. Proposing a negotiated outcome for a given area of country requires knowledge of report preparation, consultation approaches, conflict resolution, cultural customs and heritage, relevant state land and resources acts/legislation, and management and use of the resources of the specific area.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Element		Performance Criteria	
1.	Identify, select and define relevant issues related to the given area of country	1.1	Community, government and agency perspectives, and issues likely to impact on proposals are accurately identified.
		1.2	The implications and impact of issues and perspectives on the given area of country are identified.
		1.3	Priority areas for further research, assessment and clarification of issues are recommended.
		1.4	Proposals for given area of country are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders.
		1.5	With the support of elders and other key stakeholders, an outline of the scope and appropriate processes for conducting negotiated outcomes for that area of country are detailed.

2.	Gather and analyse information on given area of country	2.1	Information required to support proposals is identified according to community protocols.
		2.2	Information required to support proposals is gathered, analysed and interpreted according to community and agency guidelines and best practice procedures.
		2.3	An analytical framework for the development of an appropriate approach to the proposal is developed.
		2.4	Legislation, national and international protocols and conventions relevant to the given area of country are investigated and implemented, where appropriate.
		2.5	The implications for own people from these examples are described in ways that stakeholders can understand.
3.	Formulate and communicate proposals for given area of country	3.1	A range of options is developed for the proposal, including mechanisms for implementation, monitoring and evaluation.
		3.2	The range of options is communicated in a timely and understandable way to those party to the negotiations.
		3.3	Relevant people to be included in the negotiation are kept informed of progress of work and consulted as appropriate.
		3.4	Recommendations are made for options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other proposals (existing or being developed), and consistency with government legislation and policy.
		3.5	Examples of instances where other Indigenous peoples have used international legal systems to support environmental issues in their own countries are collated.
4	Complete a proposal for a negotiated outcome for a given area of country	4.1	Proposal is documented according to community and agency guidelines and best

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| | practice procedures. |
| 4.2 | Possible alternatives to use are described ensuring compatibility with legal and administrative circumstances for the area of country. |
| 4.3 | Relevant people to be included in the negotiation are consulted on final draft proposal and implications for the community. |
| 4.4 | Proposal is completed following endorsement from key stakeholders for given area of country. |
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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 environmental legal systems may apply to this standard?	Local government legal responsibilities, State/Territory government legal responsibilities, Commonwealth government legal responsibilities, and court systems.
Which administration of environmental law in Australia may be included?	Local government administrative arrangements, State/ Territory government departments and agencies, Commonwealth government departments and agencies, and commissions and authorities.
Which international forums may be relevant?	International Union of Commonwealth Nations, GAT and United Nations.

Which relevant conventions may be included in this standard?	Indigenous Peoples, Traditional Technologies and Equitable Sharing; International Instruments for the Protection of Community Intellectual Property & Traditional Resource Rights; Oxford Centre for the Environment, Ethics & Society: Oxford; Rainforest Aboriginal Network (1993) Julayinbul; Aboriginal and Intellectual and cultural property: Definitions, ownership and strategies for protection in the Wet Tropics World Heritage Area; Agenda 2, Chapter 26; The Biodiversity Convention articles 8. (j) and 16; The Law of the Sea Convention; IUCN Inter Commission Taskforce on Indigenous Peoples; ILO Convention No. 169: Convention concerning Indigenous and Tribal peoples in Independent countries; The Declaration of Kari-Oca; The Declaration on the rights of Indigenous Peoples; Mataatua Declaration on Cultural and Intellectual Property rights of Indigenous Peoples (New Zealand) and Universal Declaration on Human Rights.
Which negotiated outcomes may apply to this standard?	Co-existence agreements, heads of agreement, land use strategy agreements, sea use strategy agreements, contracts with government, joint management agreements, and Memorandum of Understanding.
What processes and steps for the negotiation and conflict resolution may be included?	Models of win-win strategies, models of win-lose strategies, bargaining positions, roles of key stakeholders in the processes, key words and phrases to use in moving negotiation, determination of when and how to involve legal personnel and roles of mediators.
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 proposing a negotiated outcome for a given area of country requires evidence that a proposal has been appropriately completed according to community protocols and best practice procedures. The skills and knowledge required to proposing a negotiated outcome for a given area of country must be **transferable** to a range of work environments and contexts. For example, this could include different areas of country,

legislative parameters and reporting formats.

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:

- Report preparation.
- Consultation approaches.
- Conflict resolution.
- Cultural customs and heritage.
- Relevant state land and resources acts/legislation.
- International environment forums.
- Relevant international and national conventions and agreements.
- Management and use of the resources of the specific area.

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:

- Identify, select and define relevant issues related to the given area of country.
- Gather and analyse information on given area of country.
- Formulate and communicate proposals for given area of country.
- Complete a proposal for a negotiated outcome for a given area of country.

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?

Communication of ideas and information can be applied by discussing verbally or in writing a negotiated outcome for a given area of country with appropriate people and others.

2. How can information be collected, analysed and organised (3) ?	Proposing a negotiated outcome for a given area of country will require detailed information to be gathered from a variety of sources, and analysed and organised for others.
3. How are activities planned and organised (2) ?	Proposing a negotiated outcome for a given area of country requires some planning and organising of information and resources.
4. How can team work (2) be applied?	Proposing a negotiated outcome for a given area of country will require coordination of self and others in a team.
5. How can the use of mathematical ideas and techniques (0) be applied?	Not applicable.
6. How can problem-solving skills (3) be applied?	While proposing a negotiated outcome for a given area of country, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (1) be applied?	Technology may be required to gather and present information.
8. How can cultural understandings (3) be applied?	Cultural understandings underpin this unit and are applied when dealing with others.

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.

RTD5522A Plan river restoration works

This competency standard covers the development of river restoration plans. It requires the ability to establish the suitability of a project proposal, develop erosion and sediment control strategies, design structural works, and prepare a river restoration plan. Planning river restoration works requires a knowledge of relevant environmental, planning and ground water legislation, erosion and sediment control techniques, design principles, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, river processes, restoration principles and techniques, and biodiversity.

Element	Performance Criteria
1 Establish client need	<p>1.1 The client expectations is discussed and confirmed.</p> <p>1.2 Current impacting legislation and policies are explained to the client.</p> <p>1.3 Possible strategies are discussed with the client and the best option confirmed in writing.</p>
2 Develop the strategy to utilise restoration works	<p>2.1 Property ownership and boundaries are confirmed by checking maps and titles.</p> <p>2.2 Profiles of river sections are determined from survey and aerial photographs.</p> <p>2.3 Erosion control measures are developed and are consistent with industry principles and selection criteria.</p> <p>2.4 Sediment control measures are developed consistent with industry principles and selection criteria.</p> <p>2.5 Fauna habitats are developed following industry recommendations.</p> <p>2.6 Vegetation species utilised within restoration project comply with industry guidelines.</p> <p>2.7 River restoration strategies are established and documented in co-operation with the client and relevant consent authority.</p>
3 Prepare a detailed works plan	3.1 Selection criteria for earthwork structures or

	measures are checked against industry guidelines.
3.2	Habitat enhancement strategies checked against industry guidelines.
3.3	Plan is prepared according to enterprise guidelines and industry best practice.

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 clients may be included?	Landholders, landcare groups, local councils, extractive industries, and catchment management groups.
Which legislation and policies may be included?	Rivers and foreshores improvement acts, fisheries management acts, threatened species conservation acts, environmental planning and assessment act.
Which erosion control measures may be included?	Embankment stabilising structures and techniques.
Which sediment control measures may be included?	Coffer dams, site management, sediment fences, sediment traps, sediment curtains and sediment retention basins.
Which fauna habitats may be included?	Scour holes, snags establishment of backwaters and spawning areas.
Which vegetation species may be included?	Endemic riparian species.
Which habitat enhancement strategies may be included?	Use of rocks, logs, vegetation, car bodies and mesh fencing

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning erosion and sediment control measures requires evidence that erosion and sediment control measures have been planned and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to plan erosion and sediment control measures must be **transferable** to a range of work environments and contexts. For example, this could include different soils, situation and topography.

What specific knowledge is needed to	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other
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achieve the performance criteria?

contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant environmental, planning and groundwater legislation.
- River processes.
- River restoration techniques.
- Planning procedure for erosion and sediment control.
- Erosion control and design principles.
- Soils and soil formation.
- Levels and levelling.
- Earthmoving principles.
- Total catchment issues.
- Legal requirements - permits.
- Environmental issues.
- Country code.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.

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:

- Establish requirements of the project.
- Develop a river restoration strategy.
- Prepare a detailed works plan.

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.

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1. How can **communication of ideas and information (3)** be applied?

By discussing river restoration works at meetings or formally in writing with clients and stakeholders.

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2. How can **information be**

Planning river restoration works will require

collected, analysed and organised (3)?	detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (3)?	Planning river restoration works requires extensive planning and organising of resources and others.
4. How can team work (3) be applied?	Planning river restoration works will require the development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (3) be applied?	Complex mathematical techniques relating to erosion control design could be applied.
6. How can problem-solving skills (3) be applied?	While planning river restoration works, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (3) be applied?	Analysis, design and presentation technology may 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.

RTD5802A Support group and community changes in resource management

This competency standard covers the process of supporting change management processes in a group and community context. It requires the ability to identify changes occurring at group and community levels, identify potential impacts and reactions, and facilitate change management processes. Supporting group and community changes in resource management requires knowledge of change management theories at individual and group level, meeting procedures, local networks and groups, and community viewpoints and cultures.

Element		Performance Criteria	
1	Identify changes occurring at group and community levels	1.1	Changes occurring or due to occur at group and community level due to voluntary initiatives or legislative requirements are identified in terms of impact.
2	Identify potential impacts and reactions	2.1	Potential impact of changes and reactions at group and community level are identified.
		2.2	Support in terms of change management initiatives that may be required to implement change in the group or community is identified.
		2.3	Cultural and sector perspectives and viewpoints are identified to address different reactions to change.
3	Facilitate change management processes	3.1	Information related to the changes is distributed in terms that assist understanding and acceptance.
		3.2	Group is facilitated to develop understanding of change, to manage reactions and to develop response(s).
		3.3	Group is encouraged to develop and implement a plan to address change and its impacts.

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 voluntary initiatives may be included in this standard?	Information programs seeking change in community behaviour, e.g., water pollution, water runoff and pest management, plans to fence, re-vegetate an area, proposals to change use of area, suggestions to farmers groups to change farming practices.
Which legislative requirements may be relevant?	Control of land clearing, use of pesticides and chemicals, water use and waste management, which may be current or future impact and may be local, State or Commonwealth legislation and regulations.
What level of impact may be included?	Minor visual impact, inconvenience, change in private lifestyle, change in business practices, or major in business and income.
How would change to management initiatives be carried out?	Through consultation, provision of information, negotiation, provision of alternative operating methods, and identification of people requiring individual support.
From where may community viewpoints come?	Indigenous people, migrants, women and men, industry sectors, and local government, and community groups.
What forms may information take?	Verbal information and advice on use, written information, both standard and specially prepared for specific situation, and audio-visual information.
What methods of communication might be relevant?	Formal and informal presentations, chairing meetings, leading discussion groups, and handling of strong views/resistant views and emotional reactions.
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 supporting group and community changes in resource management requires evidence that support for changes in resource management have occurred at group and/or community level according to community and agency guidelines and best practice procedures. The skills and knowledge required to support group and community changes in resource management must be **transferable** to a range of work environments and contexts. For example, this could include different groups and communities, change management approaches and resource management issues.

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:

- Change management theories at individual and group level.
- Meeting procedures.
- Local networks and groups.
- Community viewpoints and cultures.

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:

- Make formal and informal presentations.
- Discuss issues with a range of community people from different perspectives and cultures, including strong viewpoints and personalities.
- Manage minority viewpoints and interests.
- Chair meetings.
- Lead discussion groups.
- Prepare materials that target specific issues, especially in plain English for diverse groups.

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?	By discussing group and community resource management changes at meetings, or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Supporting group and community changes in resource management will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (2) ?	Supporting group and community changes in resource management activities are planned and organised by convening meetings and disseminating information.
4. How can team work (3) be applied?	Supporting group and community changes in resource management will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (1) be applied?	Basic mathematical techniques could be applied.
6. How can problem-solving skills (3) be applied?	While supporting group and community changes in resource management, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (2) be applied?	Data gathering and information presentation technology may 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.

RTD5803A Operate within community cultures and goals

This competency standard covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters. It requires the ability to identify community values, research community history and plans, and establish role of groups within the community. Operating within community cultures and goals requires knowledge of relevant government and community action programs, broad Australian and regional history, current social and environment affairs for local community and wider region, processes for identifying cultural protocols and understanding of what may be noteworthy to community and newsworthy to media.

Element		Performance Criteria	
1	Identify community values	1.1	Range of groups in community is identified through interaction with community members and groups to determine potential diversity of values .
		1.2	Values held by various sections of the community relevant to program activities are identified for planning of promotional and group activities .
		1.3	Cultural authority is identified in Indigenous communities and groups to implement appropriate protocols.
		1.4	Community leaders in terms of community involvement and opinion making are identified from community interaction.
2	Research community history and plans	2.1	History of community relevant to program is identified for use in promotional, educational and group activities.
		2.2	Relevant documents, symbols, places of value and oral traditions are identified to place program and group in local context.
		2.3	Community plans are identified for use in promotional, educational and group activities.
3	Establish role of group in	3.1	Potential roles of program and group to

community	community is identified for use in group activities.
3.2	Interaction with community is managed to build rapport with individuals and groups.
3.3	Consultation processes are established and maintained with community members and groups.
3.4	Image of group and program in community is maintained by acknowledging community concerns and promoting positive image of group and program.

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 could be the range of groups relevant to this standard?	Formal or informal groupings based on social activities and interests, family and community history, cultural backgrounds including immigrant and Indigenous, sex and age.
What might the community members include?	The town, village, regional area, suburb or group of suburbs in a city, coastal region, demographic area, Indigenous clans and people, and sub-catchment area.
What may be included as diversity of values ?	Degree of integration and willingness to interact with other groups and community, individual and group willingness to be involved in voluntary and community activities, attitudes to environmental issues and government/community programs, and individual and group involvement in current community, business, and local and regional government.
What program activities may be included?	To form and/or develop a community group, to promote solutions or explain issues relating to the environment or other government program, project activities, and fund raising and submissions.
What may be included as group activities ?	Project activities, fund raising and submissions, on-ground works, monitoring and evaluation.

What programs may be included in this standard?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.
Who might be included in the term cultural authority ?	Traditional owners and custodians, Aboriginal peoples, communities and groups, Torres Strait Islander communities and groups, and protocols identified from group or contacts with other networks.
Who might be the community leaders ?	People in formal positions as a result of position/occupation or community role or having informal influence over community or group opinion, in a position to promote or sponsor events and activities, able to allocate resources, and elders in Indigenous clans or communities.
What may be included in the history of community ?	Events, understanding of past events or places considered important by community or groups within the community, and spiritual connections (e.g., Indigenous communities).
What is meant by community plans ?	Informal desires of community to better itself, local or regional plans, by local governments or other bodies, and local implementation of State or Commonwealth government plans.
What promotional activities may be relevant to this standard?	Those related to improving awareness of program, raising awareness of issues and desirable community response, raising the profile of the community group, those involving local media. The type of medium used will depend on type of community, e.g., Indigenous communities prefer visual material and simple use of language.
What educational activities may be included?	Raising awareness of issues and desirable community response, providing background and technical information to sections of the community, such as schools and community groups, and improving skills and knowledge.
What might the consultation processes mean?	Complying with values and respecting cultural authority, addressing issues that may impact on values, including discussion where relevant with Indigenous and other communities and groups on natural resource and environment management.

How might areas of literacy be included?	Extracting ideas, concepts and issues from community plans, documents and media.
What forms of communication may be relevant?	The ability to present ideas and concepts to individuals and small groups, identify ideas and issues for discussion, use of pictures and plain English to Indigenous and other groups.
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 exploring and work within community cultures and goals requires evidence that community culture and goals have been appropriately identified and that work has been undertaken within these parameters according to community and agency guidelines and best practice procedures. The skills and knowledge required to explore and work within community cultures and goals must be **transferable** to a range of work environments and contexts. For example, this could include different communities, programs and community cultural aspects.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • Relevant government and community action programs. • Processes for development and delivery of programs. • Typical community and local government structures and organisation. • Group processes. • Broad Australian and regional history. • Current social and environment affairs for local community and wider region. • Rural industry operation and processes (for rural programs). • Process for identifying cultural protocols. • Understanding of what may be noteworthy to community and newsworthy to media.
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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:

- Conform to social protocols for a range of cultures in the community.
 - Communicate with people of all ages, cultures and sexes in a range of settings, disability both physical and intellectual.
 - Develop an approach that is inclusive of Indigenous gender issues.
 - Write newsletters and letters in an appropriate framework/context.
 - Source key information from community sources including approaching leaders.
 - Give presentations/public speaking in a range of formal and less formal circumstances.
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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.

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| 1. How can communication of ideas and information (3) be applied? | By discussing community cultures and goals at meetings, or formally in writing with clients and stakeholders. |
| 2. How can information be collected, analysed and organised (2) ? | Operating within community cultures and goals will require information to be collected, analysed and organised by consultation with others and research of existing resources. |
| 3. How are activities planned and organised (2) ? | Community activities are planned and organised by convening meetings and disseminating information. |
| 4. How can team work (3) be applied? | Operating within community cultures and goals will require development and management of work teams to achieve outcomes. |
| 5. How can the use of | Not applicable. |
-

mathematical ideas and techniques (0) be applied?

- | | |
|--|--|
| 6. How can problem-solving skills (2) be applied? | While operating within community cultures and goals, cultural problems may arise requiring innovative solutions. |
| 7. How can the use of technology (0) be applied? | Not applicable. |
-

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.

RTD5805A Facilitate development of group goals and projects

This competency standard covers the facilitation role to assist a group to develop its direction and role in terms of goals, action plans and projects, and to prepare submissions for funding on relevant projects. Goals, action plans and projects may range from a small area to a sub-catchment plan. It requires the ability to promote the identification of land management issues, assist in setting priorities for action, support a group to identify and evaluate potential projects, and prepare project proposals and submissions. Facilitating development of group goals and projects requires knowledge of a range of group facilitation styles, previous group history, a broad understanding of regional and national environmental issues, strategic planning principles, and local regional and community perspectives.

Element	Performance Criteria
1 Promote the identification of environmental issues	1.1 Group members are encouraged to identify local environmental issues within the context of the group's activities and program scope.
	1.2 Identified issues are developed in terms of the problem(s), the cause(s), and actions required.
	1.3 Group members are given opportunities to learn about environmental matters and to acquire additional related skills.
2 Facilitate development of priorities for action	2.1 Group members are facilitated to develop potential action strategies from identified issues to comply with program scope.
	2.2 Different action strategies are given priorities in terms of members' interests and skills, the impact in terms of solving environmental issues and promotion of solutions to environmental issues, and compliance with the program guidelines.
	2.3 Facilitation processes used are sensitive to the level of group development.
3 Facilitate development of	3.1 Group members are facilitated to develop

goals		goals of the group in terms of the locality and region environmental contexts , and to link these to action strategies to develop a cohesive action plan.
	3.2	Group is encouraged to document their goals and action strategies and to obtain membership approval.
	3.3	Group is encouraged to review previous goals and action plans as part of the development of new goals and action plans.
	3.4	Role of facilitator/coordinator in group development and management is clearly identified to reduce unrealistic expectations and conflict.
	3.5	Minority views and interests are managed to ensure group cohesion is maintained.
	3.6	Group is facilitated to develop its goals and projects within its rules of association and program guidelines.
	3.7	Goals and action strategies are correlated to regional plans and initiatives.
4		
Support group to identify and evaluate potential projects	4.1	Group is facilitated to identify a range of potential projects within goals and action strategy.
	4.2	Group is facilitated through an evaluation process of alternative projects to determine: compliance with members interests and skills, project scope within the resources of the group or network of regional groups, compliance within program scope, available funding and potential for acceptance.
	4.3	Group is encouraged to review the results of previous projects and submissions for funds as part of the development of new projects.
	4.4	Facilitation process is sensitive to individual members viewpoints, perspectives and cultures, and considerate of community goals and plans to manage any potential conflict.

5	Support group in development of project proposals and submissions	5.1	Group is facilitated to develop broad project plan within program guidelines and to develop costing.
		5.2	Group is assisted to prepare project proposal in terms of the program requirements and to complete submission for lodgement by the due date to the authorities.
		5.3	Group is assisted to document project evaluation requirements in accordance with program and proposal requirements.
		5.4	Relevant information is sourced to assist the group in the submission.

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 might constitute the group ?	A group developed with the assistance of a regional facilitator/coordinator or group formed by other means and seeking support of facilitator/coordinator/leader.
What environmental issues may be relevant?	Issues associated with the preservation of quality of soil, water and air, with protection of ecosystems or species, or the management of disturbance or degradation.
What could be the group's activities ?	Previous and current range of activities of group, interests expressed by group members which may be independent or in co-operation with other groups, may relate to small area up to a sub-catchment plan, may address one or more issues and may include Indigenous culture and consultation with stakeholders.
What facilitation processes may be included?	Techniques used by facilitator or coordinator to assist group development and development of goals, action plans and projects. These processes may depend on the length of time group has been running, skills and knowledge of group members, and the availability of resources including volunteers.

What are the locality and region environmental contexts which may be relevant to this standard?	Wider issues identified by private or government authorities, research into environmental, natural resources or productive resources by government authorities, universities, research centres or private industry, regional plans and components of regional plans.
What does it mean to action strategy or action plan ?	Action strategy is a statement of broad actions. Action plan comprises the broad actions within a time and regional context.
What are projects which might be relevant to this standard?	Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program, or for which private funding may be sourced.
What are the project proposals and submissions ?	The proposal is a summary of the project, outcomes and costing in terms for submission to a Regional and State Assessment Panel and in accord with program guidelines, which is then submitted with supporting forms and documentation in accord with program guidelines.
What are the evaluation requirements for this standard?	Explain program and project submission requirements, identify outcomes to be evaluated, identify appropriate processes, and document processes and resource required.
What is the relevant information to be included?	Program guidelines and advice on guidelines, advice on proposal and submissions, and technical information for use in goals, action plans, projects and proposals.
What is the program scope ?	Current scope and conditions of relevant government funding projects for which the group is eligible to apply.
Which programs may be included?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.
Which legislative requirements may be relevant to this standard?	Occupational health and safety, public safety, planning, conservation and environment management, local government, regional planning and land tenure.

Who is included in the reference to individual and cultural viewpoints and perspectives ?	Indigenous peoples, migrants and women's and men's perspectives.
What forms of communication may be relevant?	Facilitation of group processes, information sharing/training sessions including informal sessions, action learning/research of an informal nature, more formal presentations, facilitation of communication between group members, one-to-one sharing, sourcing of information through personal contact, and handling of people with strong opinions/characters.
What levels of literacy are included?	Analysis of research papers, interpretation of regional plans and articulation of group discussions into written documents.

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 facilitating development of group goals and projects requires evidence that facilitation processes have been appropriately applied in the development of a community group's goals and projects according to community and agency guidelines and best practice procedures. The skills and knowledge required to facilitate development of group goals and projects must be **transferable** to a range of work environments and contexts. For example, this could include different projects, community groups, and cultural perspectives.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• Range of group facilitation styles.• Previous group history.• Board understanding of regional and national environmental issues.• Regional community, groups and cultures.• Local and broader politics.• Strategic planning principles.• Program guidelines.• National, State and regional funding priorities.
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- Legislative requirements.
- Community and sector perspectives.

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:

- Facilitate groups.
 - Present to groups.
 - Develop strategic plans.
 - Prepare proposals.
 - Resolve conflict.
-

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?	By discussing group goals and projects at meetings or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Facilitating the development of group goals and projects will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (2) ?	Facilitating activities are planned and organised by convening meetings and planning activities.
4. How can team work (3) be applied?	Facilitating development of group goals and projects will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can problem-solving skills (3) be applied?	While facilitating the development of group goals and projects, organisational and cultural problems may arise requiring complex solutions.

7. How can the **use of technology (1)** be applied?

Information presentation technology may 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.

RTD5806A Promote group formation and development

This competency standard covers the process of bringing people together to form and strengthen the group, its processes and outcomes. It requires the ability to identify the potential for the group, develop approaches to create and maintain interest, communicate group potential and achievements and attract members and volunteers. Promoting group formation and development requires knowledge of sources of local information, structure and operation of community organisations, group formation processes, public relations principles and principles of negotiation and conflict resolution.

Element	Performance Criteria
1 Identify potential for group	1.1 Community research is carried out to determine potential interest in forming group in a locality or region.
	1.2 Members of existing groups are encouraged to use their networks of contacts to promote the group and program, and to obtain new members.
2 Develop approach to create and maintain interest	2.1 Community organisations and media are identified as potential avenues for promotion .
	2.2 Program is promoted in region or locality to create interest in it and it's objectives.
	2.3 Approaches to diverse sections of the community are modified to cater for their perspectives and cultures.
	2.4 People interested in forming new groups are brought together to explore their potential.
3 Communicate group potential and achievements	3.1 Environmental issues that have the potential to be addressed by the community and group are identified and promoted to raise interest.
	3.2 Group and regional achievements are recorded and used to promote the group and the program.
	3.3 Any tension and/or conflict between people in group formation and development is identified and addressed using appropriate

			and consistent conflict resolution approaches.
4	Enlist members and volunteers	4.1	Contacts are invited to join the group and program to increase community involvement and resources.
		4.2	Interests and skills of community members are identified to introduce them to relevant program activities and others with mutual interests.
		4.3	People who wish to form new groups are given advice, support and access to information and program resources to form the new group.
		4.4	Approaches and dealings with individuals and groups include appropriate regard for cultural issues, equity and disability.
		4.5	Minority interests within the group are managed to develop group cohesiveness in line with program 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.

What might community research include?	Individuals making contact/expressing interest in the program, existing groups with similar objectives, community interest in environmental issues, support from community, local government and other organisations, access to meetings and groups for promotion of the program through speaking or other opportunities.
From whom might potential interest in the project be determined?	Individuals seeking information or responding to promotion and other established organisations or groups.
Which community organisations might be included in this standard?	Service organisations, local government, schools and other educational institutions, sporting and social clubs, business associations and businesses.
How might promotion be undertaken?	Advertising program and group achievements, seeking additional membership, seeking members for new group, and seeking general community interest in program and environmental issues

Which areas of the media may be relevant?	Print media and electronic media.
What environmental issues may be relevant?	Disturbance of natural ecosystems, deterioration of soil, water and air at local, national and international levels.
What group and regional achievements may be included?	Achievements by groups in region either individually or as a network, development and promotion of projects, receipt of project funds, completion of projects, on-ground works and provision of support, advice and education programs.
Which legislative and agency requirements may relate to this standard?	Promotion and assistance provided to group complies with legislative and agency requirements including structure of group, how program and agency are promoted in conjunction with group, other legislative requirements including OHS, public safety, equal opportunity and anti-discrimination.
How might the management of diversity be achieved?	By ensuring that promotion and group assistance are in the context of diverse range of people of different cultural backgrounds including migrants and Indigenous peoples, both sexes, and people with disabilities.
What forms of communication may be relevant?	Preparation of promotional material, articles, preparation of presentations to different individuals and groups, promotion of ideas and concepts, handling of questions, objections and strong opinions with individuals and in group presentations, and use of audiovisual aids in presentations.
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 promoting group formation and development requires evidence that groups have been formed and supported to meet program goals according to community and agency guidelines and best practice procedures. The skills and knowledge required to promote group formation and development must be **transferable** to a range of work environments and contexts. For example, this could include different groups, programs and community cultural perspectives.

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:

- Sources of local information.
- Environmental issues.
- Structure and operation of community organisations.
- Range of one to one presentation methods.
- Range of group presentation methods.
- Group formation processes.
- Program objectives, scope and guidelines.
- Agency procedures and related requirements.
- Public safety requirements.
- Local media outlets.
- Public relations principles.
- Legislative, agency and program requirements including occupational health and safety, equal opportunity and special requirements to support women, migrants and Indigenous peoples.
- Principles of negotiation and conflict resolution.

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:

- Facilitate groups.
- Speak and present in public.
- Use the media.
- Develop promotional materials.
- Facilitate meetings and discussion during group formation and development phases.
- Facilitate formation and development of committees.
- Resolve conflict and group frustration during group formation and development phases, including diverse agendas of individuals and groups.

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 group formation and development with supervisors and others.
2. How can information be collected, analysed and organised (3) ?	Promoting group formation and development will require detailed information to be collected, analysed and organised by research and consultation.
3. How are activities planned and organised (2) ?	Group formation activities are planned and organised by promoting and developing group dynamics.
4. How can team work (3) be applied?	Promoting group formation and development will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (1) be applied?	Basic mathematical techniques relating to data gathering could be applied.
6. How can problem-solving skills (2) be applied?	While promoting group formation and development, technical and organisational problems may arise requiring innovative solutions.
7. How can the use of technology (2) be applied?	Data gathering and presentation technology may 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.

RTD5910A Contribute to regional planning process

This competency standard covers the process of contributing to and assisting in the regional planning process under the broad direction of technical specialists, facilitator and/or group and panels. It requires the ability to participate in community groups, meetings and panels, interpret technical advice, research information, establish data collection processes, and work with volunteers. Contributing to regional planning process requires knowledge of land management issues for local area/region, legislative, program and other requirements for regional plans and the planning process, regional planning concepts, natural resource management processes, consultation approaches, and cross cultural and cultural factors relevant to social structures.

Element		Performance Criteria	
1	Participate in panels and group discussion on the planning process	1.1	Natural resource management issues , economic and social factors, and potential solutions /directions are submitted to panels/groups for discussion.
		1.2	Contributions to discussions and panels/groups are positive to assist panel/group to develop course of action and recommendations.
		1.3	Contributions to discussions and panels and groups are structured to comply with legislative, program and agency requirements.
2	Collect data and background information	2.1	Information on local natural resource management issues is collected through monitoring and surveys conducted in conjunction with local groups , projects and programs.
		2.2	Arrangements are made for additional data on natural resource management issues and associated economic, industry and social factors to be collected for input into analysis and the planning process.
3	Contribute to the plan	3.1	Local natural resource management issues are highlighted to the planning team for inclusion in planning considerations.
		3.2	Relationship between local and wider issues

is explored to submit views on natural resource management priorities and solutions.

- 3.3 **Draft plans** are reviewed in terms of impact on the local and wider region to identify deficiencies and propose solutions.
- 3.4 Participation in community consultation assists the facilitator/regional planner to obtain feedback on the draft plan.
- 3.5 Proposals for improvement to draft plans are based on natural resource management within relevant economic, industry and social contexts.

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 natural resource management issues may be included in this standard?	Damage to natural resources, activities or lack of activity causing ecosystems operating outside their natural states, risk of damage and degradation to natural resources, and restoration of degraded areas.
What could be the potential solutions that may be relevant?	Those which address natural resource management issues and take account of relevant economic, industry and social factors.
From where might panels and groups come?	They might be formed at regional level to oversee planning development process, formed at local level, formed with common or diverse interest groups, e.g., industries, cultural, community etc, and may have formal or informal status in terms of agency or enterprise.
Which agencies might be relevant?	Commonwealth, State or Territory department or statutory body managing a program.
What forms of monitoring and surveys may be included?	Surveys may include counts of species or events, or of particular state of natural resources, or of activities of industry or community. Monitoring is designed to record status and change of natural resources over time.
Which local groups may be included?	Groups formed in the context of a program, and industry or community groups.

What economic, industry and social factors may be relevant?	Productive industry terms, use of regional resources, social patterns and groupings, generators of economic activity, including government and industry, the existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, the growth or reduction in the various industries, various cultural aspects and heritage of area, including Aboriginal Heritage and requirements for consultation and engagement.
What draft plans may be included?	Those prepared by facilitators/specialist planners with community, group and panel advice and input from other specialists.
What might be termed goals within this standard?	Visionary statements or clear qualitative/quantitative results for whole region may include more than one, which may require a balanced response and may include priorities.
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
How may projects be described in this standard?	Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program and/or for which State/Territory, or private funding may be sourced.
What forms of communication may be relevant?	Ability to work and communicate in teams, groups and panels with similar or different viewpoints, convey reports and report back on the status of planning processes to program and community groups, convey context of issues and potential solutions to both technical experts and lay people, and participate in community consultation.
What levels of literacy are included?	Review technical submissions, draft documents for circulation to panels, groups, and community groups, and interpret plans, maps charts, graphs and tables of information.
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 contributing to regional planning process requires evidence that regional planning processes have been completed and that a significant contribution was made throughout the process according to community and agency guidelines and best practice procedures. The skills and knowledge required to contribute to regional planning process must be **transferable** to a range of work environments and contexts. For example, this could include different community groups, regions and planning processes.

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 community including economic, industry and social factors.
- Group development.
- Natural resource management issues for local area/region.
- Legislative, program and other requirements for regional plans and the planning process.
- Regional planning concepts.
- Natural resource management processes.
- Consultation approaches.
- Cross cultural and cultural factors relevant to social structures.

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:

- Participate in groups, meetings and panels.
- Interpret technical advice.
- Research information.
- Establish data collection processes.
- Work with volunteers.
- Effectively present.

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 regional planning processes with supervisors and others.
2. How can information be collected, analysed and organised (2) ?	Contributing to regional planning processes will require information to be collected, analysed and organised by consultation with others and research of existing resources.
3. How are activities planned and organised (2) ?	Regional planning activities are planned and organised by convening relevant groups and meetings.
4. How can team work (3) be applied?	Contributing to regional planning processes will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can problem-solving skills (3) be applied?	While contributing to regional planning processes, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (1) be applied?	Data gathering and presentation technology may 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.

RTD5911A Manage the incorporation of a group

This competency standard covers the process of coordinating activities related to the conversion of an unincorporated group into an incorporated entity. It requires the ability to identify association requirements, seek incorporation approvals and execute incorporation requirements. Implementing the incorporation of a group requires knowledge of basic legal processes and related legislation, reporting procedures for incorporated groups and for groups in programs, organisational structures and processes, incorporation principles and local legislation, and basic management and probity principles.

Element	Performance Criteria
1 Identify association requirements	1.1 Legislative requirements for incorporation are obtained from relevant authorities.
	1.2 Readiness of group to proceed with incorporation is assessed against program and legislative requirements.
	1.3 Appropriate government agency and legal advice is sought during incorporation procedures.
	1.4 Changes required in group structure , membership and operating processes are documented for presentation to the group.
2 Seek incorporation approvals	2.1 Consents of members and committee are obtained at the various stages of incorporation in accordance with legislative requirements.
	2.2 Committee, public officer, treasurer, auditor and other officers are elected or appointed in accordance with proposed association rules.
	2.3 Consent to apply for incorporation and to advertise group's intention is obtained from membership in accordance with legislative requirements.

3	Execute incorporation requirements	3.1	Group's objectives and operating rules are defined in accordance with the legislation and program guidelines.
		3.2	Group name is selected and reserved in accordance with legislative requirements.
		3.3	Appropriate notice of incorporation is given in accordance with legislative requirements.
		3.4	Appropriate forms and fees are paid to implement incorporation according to legislative requirements.
		3.5	Changes in association documents and processes are implemented in accordance with 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.

Which legislative requirements are appropriate for this standard?	The State/Territory Act(s) governing incorporation of associations and operation of associations in the relevant State or Territory and regulations under Act(s), legislation relating to accounts, taxation and employment of people (where appropriate).
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
Which government agency and legal advice is relevant to this standard?	Government agency that is responsible for incorporation and registration of associations, government agency responsible for program, private legal practitioner and government employed practitioner.
Which group structure may be included?	Committees and sub-committees, officers, agents and employees.
Which areas may require consents of members ?	Act on behalf of group to commence incorporation, objectives and rules, name and elections/appointments.

What are the objectives and operating rules ?	Objectives define the scope of operation of the group, and rules may be standard rules provided by government in legislation in original or modified form, or special rules drafted for the group.
Which association documents and processes may be included?	Establishment of banking accounts, contract management, public officer training and duties. and governance arrangements.
Which diverse contexts may be included?	Development and incorporation of group are in the context of diverse range of people of different cultural backgrounds including migrants and Indigenous peoples, both sexes, and people with disabilities.
What are the group operating processes relevant to this standard?	Financial and banking, contractual, purchase of goods and services, management, committee meetings and records.
What levels of literacy are included?	Research and interpret general and specific information on program, environmental issues and projects.
What forms of communication may be relevant?	Seeking information from group and other coordinators and leaders, one-to-one and small group presentation to different community members, public speaking to a range of audiences, and handling contentious issues with sensitivity to diverse viewpoints.
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 the incorporation of a group requires evidence that there has been effective and efficient management of the incorporation of a group and has been successfully incorporated according to community and agency guidelines and best practice procedures. The skills and knowledge required to manage the incorporation of a group must be **transferable** to a range of work environments and contexts. For example, this could include different community groups and organisational structures.

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:

- Basic legal processes and related legislation.
 - Reporting procedures for incorporated groups and for groups in programs.
 - Basic organisational structures and processes.
 - Basic financial processes.
 - Incorporation principles and local legislation.
 - Incorporation and reporting requirements of program.
 - Establishment of groups and operating procedures.
 - Basic management and probity principles.
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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:

- Present proposals to group.
 - Establish groups and operating procedures.
 - Communicate and negotiate.
 - Explain processes and procedures to committee and group.
 - Work with committee.
 - Seek and interpret advice.
 - Give instructions for preparation of documents.
 - Draft documents.
 - Resolve conflict.
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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?	By discussing the incorporation of a group at meetings or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (2) ?	Implementing the incorporation of a group will require information to be collected, analysed and organised by consultation with others and research of existing resources.
3. How are activities planned and organised (2) ?	Incorporation activities are planned and organised in accordance with corporations law of the respective state or territory and in consultation with stakeholders.
4. How can team work (2) be applied?	Implementing the incorporation of a group 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 incorporation could be applied.
6. How can problem-solving skills (3) be applied?	While implementing the incorporation of a group, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (1) be applied?	Data gathering and information presentation technology may 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.

RTD6504A Coordinate the preparation of a regional resource management plan

This competency standard covers the process of coordinating the development of regional plans in the context of natural resource management. Specialist planners and others are used to develop the plan. It requires the ability to review existing information, identify dimensions of issues, form panels and groups to support the process, coordinate the preparation of a draft plan, undertake consultation, and submit plan for approval. Coordinating the preparation of a regional resource management plan requires knowledge of broad geographic indicators, regional and rural planning concepts, consultative techniques, local government operations, and cross cultural and cultural factors relevant to social structures.

Element		Performance Criteria	
1	Review existing information	1.1	Information obtained during scoping or prior resource management plans is reviewed to determine starting point for planning process.
		1.2	Sources of additional information are identified for use during planning process.
2	Identify dimensions of issues	2.1	Natural resource management issues previously identified are examined to determine current and future impacts .
		2.2	Causes, scope and types of potential solutions are identified from documentation for use in planning process.
3	Form panels and groups to support process	3.1	Key stakeholder groups are approached to obtain views on consultative structures and processes.
		3.2	Panels and groups are formed to cater for input of stakeholder information and views, and to obtain assistance on plan development.
		3.3	Structure of panels and groups is developed to allow diversity and to promote involvement, ownership and co-operation between stakeholder groups.

4	Coordinate the collection of data	4.1	Data collection and surveys on regional factors and issues is coordinated to provide information for the planning process.
		4.2	Inherent or stable and dynamic data is identified to ensure plan is developed on sound information basis.
		4.3	Rules and relationships between various data sets are developed where required for loading into a database .
		4.4	Specialists are sourced to process data for reporting to planning process.
		4.5	Arrangements are made for data to be recorded in a database where appropriate for further processing and reporting.
		4.6	Data collection and recording is managed within budgetary constraints.
5	Coordinate the development of goals and strategies	5.1	The development of goals and strategies is coordinated through the use of technical advice , panels and groups.
		5.2	Sources of appropriate technical advice are identified.
		5.3	Technical advice is obtained on issues at regional and local levels for integration into goals and strategies.
		5.4	Technical advice is provided to groups and panels in appropriate terms to assist in the development of goals and strategies.
		5.5	Panels and groups are facilitated to provide suggestion for goals and strategies, and to comment progressively on their formulation at a regional level.
		5.6	Original scope and basis for planning process are reviewed at major developmental stages to determine their ongoing validity.

6	Coordinate the preparation of a draft plan	6.1	Preparation of draft plan is coordinated using technical and stakeholder input to cater for range of natural resource management issues within economic, industry and social contexts .
		6.2	Personnel are coordinated to structure the draft plan to comply with legislative, program and enterprise requirements.
		6.3	Draft plan includes goals, strategies and achievable and measurable outcomes that reflect prior consultation and technical advice.
		6.4	Draft plan is submitted to enterprise editing, review and approval processes required before public comment.
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7	Plan consultations	7.1	Consultations are planned to ensure all stakeholders have the opportunity to comment.
		7.2	Formal consultations are recorded for use in revisions, and for reporting according to legislative, program and enterprise requirements .
		7.3	Consultations are organised to include Indigenous Cultural Heritage as applicable.
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8	Coordinate the revision of the plan to reflect consultations	8.1	Revision of draft plan is coordinated to reflect consultation comments within the parameters allowed in legislative, program and enterprise requirements.
		8.2	Technical advice is obtained to develop an appropriate response to consultation comments.
		8.3	Revised plan is submitted to enterprise editing, review and approval processes required before final approval.
		8.4	Revised plan is submitted to regional planning group(s) before final approval.

9	Submit plan for approval/endorsement	9.1	Final plan is submitted for approval/endorsement and publication according to legislative, program, enterprise and contract requirements.
		9.2	Planning process and outcomes are evaluated to identify potential future improvements in process and outcomes.

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 natural resource management issues may be included in this standard?	Damage to natural resources, activities or lack of activity causing ecosystems to operate outside their natural states, restoration of degraded areas, risk of damage and degradation to natural resources.
What are the current and future impacts which might relate to this standard?	The impact of degradation, disturbance and damage on natural resources in terms of significance or productive capacity.
What could be the potential solutions that may be relevant?	Those which slow down, halt or reverse the processes of degradation, disturbance and damage of natural resources.
Who might the key stakeholder groups be?	Government including local, State and Territory and Commonwealth, and agencies within the governments, research organisations, industry (primary, secondary and tertiary), industry associations, community groups including those involved in natural and cultural resource management as one of their key objectives, schools and educational institutions, Indigenous groups, communities and peoples, environmental groups at local, regional and State/Territory levels, and regional facilitators, coordinators and leaders at community group level.
From where might panels and groups come?	They might be formed at regional level to oversee planning development process, formed at local level, formed with common or diverse interest groups, e.g., industries, cultural, community, etc., and may have formal or informal status in terms of agency or enterprise.

What may the database consist of?	Alphanumeric and/or graphical (GIS), layers and/or relationships and/or hierarchies, and may include different types of land tenure and associated legal arrangements.
What are the possible goals and strategies included within this standard?	Goals may be in terms of visionary statements of clear qualitative/quantitative results for whole region, may include more than one, which may require a balanced response and may include priorities. Strategies may be broad actions at regional and/or local level to achieve goals and may also include priorities.
What sources of technical advice may be included?	Local, regional, State/Territory nationally or internationally based, government, educational or private organisation or individual, may be free or for a fee, may involve local testing/trialing, may involve printed or electronic storage/libraries and communication and retrieval processes.
What may be involved in the provision of technical advice to groups and panels ?	May involve redrafting for key points or for non-technical language.
What are the economic, industry and social contexts that may be relevant?	Degradation and risk of degradation in natural resource terms and productive industry terms, use of regional resources, social patterns and groupings, generators of economic activity including government and industry, the existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, and the growth or reduction in the various industries.
What formal consultations may be included in this standard?	Those included in requirements and those recognised in approval/endorsement processes, which may require formal written notice and reply.
What legislative, program and enterprise requirements may be relevant?	Requirements covering the development and use of the regional plan and may involve compliance with specific State/Territory legislation, e.g., native vegetation, Crown lands and land tenure.
What are the likely outcomes ?	Expected results in given time frames, which are specific, achievable, measurable and timely.

What describes the region ?	A local area with specific issues involving a community and a number of groups, a sub-catchment, a catchment, an economic zone, a group of local council areas and a region defined by State/Territory government.
What are the coordination processes that may be incorporated?	The sourcing of technical advice from within groups, agencies or externally, and technical advice may be planning, information processing including GIS, survey, agricultural, economic and natural resources.
What may be included in the public and private benefit and cost?	Solutions may have different cost/benefits for community (public) or for individuals in community (private).
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
Which agencies might be relevant?	Commonwealth, State or Territory department or statutory body managing a program.
What levels of literacy are included?	Review of technical information, redrafting technical advice, research skills both library and electronic, and drafting of complex documents, e.g., plan.
What forms of communication may be relevant?	Develop complex communication processes, e.g., consultations, relate with and address diverse groups including other immigrant cultures, Indigenous groups, and groups reflecting the roles of women and men in the community, handling of complex/contentious issues including strong views/characters, and equitable handling of communication/consultation with minority viewpoints.
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 coordinating the preparation of a regional resource management plan requires evidence that a regional resource management plan has been submitted for approval and/or endorsement according to community and agency guidelines and best practice procedures. The skills and knowledge required to coordinate the preparation of a regional resource management plan for submission and approval must be **transferable** to a range of work environments and contexts. For example, this could include different regions, communities and planning formats.

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:

- Broad geographic indicators with particular emphasis on the region.
 - Regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives.
 - Impact of government processes and industry activities in social and economic terms.
 - Consultative techniques.
 - Cross cultural and cultural factors relevant to social structures.
 - Local government operations.
 - Natural resource management and issues.
 - Sources of technical advice.
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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:

- Facilitate to manage widely diverse groups, views and cultures.
- Coordinate multiple strands of planning development concurrently.
- Seek out technical advice and communication across a range of technical disciplines.
- Consult.
- Present effectively.
- Research in economic, planning, environmental and social areas.
- Address and relate to diverse groups of people.
- Write reports.

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?	By discussing the preparation of a regional resource management plan at meetings or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Coordinating the preparation of a regional resource management plan will require detailed information to be gathered, analysed and organised from clients and stakeholders by seeking out technical advice across a range of disciplines.
3. How are activities planned and organised (3) ?	Coordinating the preparation of a regional resource management plan requires extensive planning and organising of planning concepts from a variety of planning perspectives.
4. How can team work (3) be applied?	Coordinating the preparation of a regional resource management plan will require development and management of work teams to achieve outcomes.

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| 5. How can the use of mathematical ideas and techniques (2) be applied? | Mathematical techniques in relation to planning and resourcing can be applied. |
| 6. How can problem-solving skills (3) be applied? | While coordinating the preparation of a regional resource management plan, technical, organisational and cultural problems may arise requiring complex solutions. |
| 7. How can the use of technology (2) be applied? | Planning and presentation technology may be required. |
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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 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.

RTD6505A Map regional issues and stakeholders

This competency standard covers the process of researching the scope and developing a project brief for a regional planning process, which also develops the information upon which the planning process will rely. It requires the ability to scope requirements of a mapping process, determine regional boundaries, identify regional resource management issues, determine the stakeholders in a regional resource management planning process, and develop proposals for a regional plan. Mapping regional issues and stakeholders requires knowledge of broad geographic indicators, regional and rural planning concepts, consultative techniques, cross cultural and cultural factors relevant to social structures, local government operations, and land management issues and practices.

Element		Performance Criteria	
1	Scope requirements	1.1	Reasons for development of a regional plan are determined to identify broad goals and legislative requirements.
		1.2	Prior regional planning work is identified as input to proposed regional planning process.
2	Determine regional boundaries	2.1	Regional boundaries are determined from economic, environmental and social factors that will produce a coherent plan.
		2.2	Economic, environmental and social factors that overlap the proposed regional boundaries are identified to develop a scope and weighting of the factors.
		2.3	Prior plans and reports are reviewed to verify the suitability of the proposed regional boundaries.
		2.4	Program requirements for the development of regional plans are met in the identification of regional boundaries.
3	Identify regional resource management issues	3.1	Regional natural resource issues are researched from prior documentation and from stakeholder views.

		3.2	Economic, industry , environmental and social factors are included in research to assess current and potential impacts of the natural resource management issues.
		3.3	The likely depth of research required is estimated to obtain sufficient information on issues for planning purposes.
4	Scope stakeholders in regional resource management planning process	4.1	Economic, industry, social and government activities are scoped to identify influential organisations, groups and people and their particular interests.
		4.2	Organisations and groups are approached to determine their interests, viewpoints on natural resource management issues, and willingness to participate in regional planning process.
		4.3	Nature of community involvement in planning process is identified from understanding of issues and community.
5	Develop proposal for regional plan	5.1	The objectives of the plan are reviewed after scoping to determine feasibility of proposed processes.
		5.2	Proposal for a new or revised plan is developed to obtain funding.
		5.3	Estimates are made of time to complete tasks including time for consultations and approvals, and including any discussion with Indigenous communities and groups.
		5.4	Costs associated with development of regional plan are identified from preliminary research.
		5.5	Proposal is prepared to address the requirements of program(s) and relevant legislation and agency policies and processes.
		5.6	Proposal for regional plan is submitted for approval and funding according to agency and program 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.

What reasons for development of plans may be included?	Requirement of Natural Heritage Trust program or similar, State/Territory Government program, economic development, i.e., proposed by regional economic development body or local government, catchment management, i.e., proposed by catchment authority, management of natural resources, management of productive resources and integration of prior sectional plans.
How might the regional boundaries be identified?	From previous plan boundaries, changes in economic and social patterns, geographic features, political boundaries, and local government or other land title basis.
What economic, environmental and social factors might be relevant?	Significance/value of particular landscapes/features in natural resource terms, cultural significance in Indigenous and non-Indigenous terms, degradation and risk of degradation in natural resource terms and productive industry terms, use of regional resources, social patterns and groupings, and generators of economic activity including government and industry.
What could be the scope of planning process?	It may be a new process, revision of an existing plan, or extensive reconsideration of plan and its dimensions. The planning process fits into role and responsibility of planners and the various stakeholders and funding agency.
What might the program requirements be?	Plan to cover specific items, plan to be developed using specified processes, and plan to be submitted under relevant legislation.
What are some of the natural resource and management issues that might be included?	Damage to natural resources, activities or lack of activity causing ecosystems to operate outside their natural states, risk of damage and degradation to natural resources, and restoration of degraded areas.

What are the industry factors that might be relevant?	The existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, and the growth or reduction in the various industries.
Which areas of government might be included?	Local, State and Territory and/or Commonwealth.
Who could be the organisations and groups ?	Those recognised as having significance in the context of the community.
What might the agency entail?	Commonwealth, State or Territory department or statutory body managing a program.
What is considered a region ?	A local area with specific issues involving a community and a number of groups, a sub-catchment, a catchment, an economic zone, a group of local council areas, and a region defined by State/Territory government.
What could be included in the program ?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
What are the costs involved?	The estimation of all components of the planning process in terms of the program and agency guidelines.
What levels of literacy are required?	Read and understand relevant legislation and guidelines, ability to research via printed and electronic sources, develop explanations of planning process, develop processes and relate social groups to processes in writing, and costing and estimation calculations.
What forms of communication may be relevant?	Those relating to diverse groups including other immigrant cultures, Indigenous groups, and groups reflecting the roles of women and men in the community.
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 mapping regional issues and stakeholders requires evidence that regional issues and stakeholders have been appropriately mapped according to community and agency guidelines and best practice procedures. The skills and knowledge required to map regional issues and stakeholders must be **transferable** to a range of work environments and contexts. For example, this could include different regions, communities, and regional issues.

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:

- Broad geographic indicators with particular emphasis on the region.
 - Regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives.
 - Impact of government processes and industry activities in social and economic terms.
 - Consultative techniques.
 - Cross cultural and cultural factors relevant to social structures.
 - Local government operations.
 - Natural resource management and issues.
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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:

- Consult.
 - Present effectively.
 - Research in economic, planning, environmental and social areas.
 - Estimate costing.
 - Write reports.
-

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?	By discussing mapping issues at meetings or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (3) ?	Mapping regional issues and stakeholders will require detailed information to be gathered, analysed and organised by consultation and research in economic, planning, environmental and social areas.
3. How are activities planned and organised (3) ?	Mapping regional issues requires extensive planning and organising with clients and stakeholders.
4. How can team work (3) be applied?	Mapping regional issues and stakeholders will require development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (2) be applied?	Complex mathematical techniques relating to finance, statistical analysis and interpretation of data could be applied.
6. How can problem-solving skills (3) be applied?	While mapping regional issues and stakeholders, technical, organisational and cultural problems may arise requiring complex solutions.
7. How can the use of technology (3) be applied?	Technology may be required to gather and present 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.

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.

RTE2205A Fabricate and repair metal or plastic structures

This competency standard covers the requirements to undertake minor fabrication and repair of metal or plastic structures where the services of a specialist trades person is not necessary.

It requires the application of basic skills and knowledge to match materials against workplans, and select appropriate plant and equipment to carry out repairs and/or fabricate structures. The work involves the application of some judgement and discretion and would be carried out under supervision within enterprise guidelines.

Element		Performance Criteria	
1	Prepare for fabrication and/or repair	1.1	Items for repair or fabrication are identified against work plans using industry recognised techniques .
		1.2	Equipment appropriate to job requirements is selected and confirmed against work plan.
		1.3	Jointing/welding materials suitable to the job requirements are selected.
		1.4	Potential and existing hazards in the workplace are identified and reported to the supervisor.
2	Assist with maintaining structures and facilities	2.1	Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements .
		2.2	Equipment and structures are safely repaired or fabricated according to enterprise requirements and industry standards.
		2.3	Jointing methods used in the fabrication and/or repair structures and equipment are according to enterprise requirements and industry standards.
3	Complete fabrication and repair	3.1	Materials and equipment are cleaned and stored according to manufacturers guidelines and enterprise policy.

- 3.2 **Work area** is cleaned and maintained, and any hazardous materials removed in an environmentally responsible manner.
- 3.3 Completed work is detailed 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.

What items might be included in this standard?	Items may include working with metal, fibreglass and plastic components in the manufacture, repair and/or installation of plant, equipment and structures.
What may be included in work plans ?	This may include pre-operational checks and maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.
What techniques might be used when identifying items for repair and fabrication?	Techniques may include metal identification through grinding, and observing spark colour, filing and colour.
What equipment might be selected?	Equipment may include cutting tools, welding and thermal cutting equipment, and soldering irons.
What jointing/welding materials might be used in fabrication/repair?	Materials may include iron and steel, copper or brass, aluminium, cast iron, high tensile steel, gun metal and plastics.
What potential and existing hazards may be encountered in the workplace?	Hazards may include exposure to loud noise and fumes, solar radiation, dust, hazardous substances, oil and grease spills. It may also include the presence of bystanders, livestock and wildlife, obstacles, extreme weather conditions, electricity, powerlines, and equipment malfunctions.
What personal protective equipment may be relevant to this standard?	Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What OHS requirements may be applicable to this standard?	This may include systems and procedures for manual handling and transportation of fabrication and repair of materials and equipment, the appropriate use of personal protective equipment, the elimination of hazards, safe handling of hazardous substances, the provision of safety signage and decals, and the safe use of tools and equipment particularly welding and thermal cutting equipment.
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What enterprise requirements may be applicable to this standard?	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.
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What techniques might be used in the safe repair or fabrication of structures and equipment?	Techniques may include cutting, forming, jointing, welding, brazing, soft soldering, thermal cutting, hot air welding, drilling, plastic welding and forming, brazing or welding cast iron including the use of pre-heating and controlled cooling, the use of the full range of jointing techniques, the use of masonry anchors and bolts, silver soldering of high tensile materials, gas welding or silver soldering copper piping, metal forming and wrought iron fabrication, hard facing techniques, and thread cutting or tapping. Welding techniques may include: manual metal arc welding (MMAW), gas metal arc welding (MGAW), gas tungsten arc welding (GTAW), or oxy acetylene (or fuel gas) welding (OAW).
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What jointing methods might be used?	This may include silver soldering, soldering, solid rivets, pop rivets, folding, self tapping screws, glues and silicones.
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What might be considered to be a work area?	A working area may be an enclosed workshop, field, or area constructed specifically for job requirements.
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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 minor fabrication and repair requires evidence of the ability to effectively identify job requirements and select materials, tools and equipment to complete the job. It also requires the ability to identify and use jointing methods and safe and appropriate repair/fabrication techniques, and to clean up after operations. Evidence must be demonstrated in the employment of safe workplace and environmentally responsible practices.

The skills and knowledge required to fabricate and repair metal or plastic structures must be **transferable** to a different work environment. For example, this could include fabrication and repair of different items and structures.

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 fabrication materials and their various applications
 - range of metals and non-metal materials that may be used in fabrication and repair
 - industry jointing/welding techniques and fabrication and repair methods
 - OHS legislative requirements
 - environmental codes of practice with regard to equipment operation and maintenance activities
 - operating principles and operating methods for equipment
 - various types of welders and respective functions
 - environmental impacts and minimisation measures.
-

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:

- safely use welding and thermal cutting equipment
 - demonstrate safe and environmentally responsible workplace practices
 - read and interpret manufacturers specifications, work and maintenance plans, and MSDS
 - effectively communicate information, interpret and apply task instructions, and maintain records and reports
 - estimate and measure dimensions, and calculate volumes.
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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.

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| 1. How can communication of ideas and information (2) be applied? | Information with regard to fabrication, repair, welding and cutting methods may be discussed with the supervisor and others in the work group. |
| 2. How can information be collected, analysed and organised (2) ? | Information with regard to equipment performance, faults and maintenance requirements may be detailed and monitored for analysis, and organised by records and reports. |
| 3. How are activities planned and organised (2) ? | Fabrication and repair tasks may be sequenced or carried out in conjunction with colleagues. |
| 4. How can team work (2) be applied? | Team work may be applied in the communication and co-ordination of tasks to achieve specified work requirements. |
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5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematics may be applied in the calculation and measurement of materials and resources used and volume dimensions.
6. How can problem-solving skills (2) be applied?	Malfunctions or breakdown will require arrangements for repair or replacement to meet work requirements.
7. How can the use of technology (2) be applied?	To communicate, maintain records, and troubleshoot performance problems.

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**.

RTE3309A Operate machinery in adverse conditions

This competency standard covers the functions involved in operating machinery in adverse working conditions.

It requires particular skills and knowledge to carry out pre-operational checks and basic repairs on machinery, assess work requirements, and maintain records. In addition, it requires knowledge of licensing requirements, workplace safety and positive environmental practices associated with the operation of machinery. The work in this standard is likely to be carried out under limited supervision within enterprise guidelines.

Element	Performance Criteria
1 Assess operating conditions prior to machinery use	1.1 Degree of adversity is assessed with regard to the safe operation of machinery.
	1.2 Necessity of work and work plan requirements are assessed against safety considerations and a safe operational plan implemented.
	1.3 Potential and existing OHS hazards in the workplace are identified, risks assessed and controlled according to enterprise requirements .
2 Prepare machinery and attached equipment for use	2.1 Machinery and equipment appropriate to job requirements is selected and confirmed against the work plan.
	2.2 Routine pre-operational checks of machinery and equipment are completed to manufacturers specifications and enterprise requirements.
	2.3 Attached equipment is secured and machinery calibrated for operation according to manufacturers specifications.
3 Operate machinery and attached equipment	3.1 Machinery and equipment is operated in a safe and controlled manner and monitored for performance and efficiency.

		3.2	Environmental implications associated with machinery operation are identified, assessed and reported to the supervisor and machinery operation modified accordingly.
		3.3	Suitable personal protective clothing and equipment is selected, used and maintained according to OHS and enterprise requirements.
4	Check and complete operation of machinery and attached equipment	4.1	Shut-down procedures for machinery and equipment are completed to manufacturers specifications and enterprise requirements.
		4.2	Malfunctions, faults, irregular performance and damage to machinery and equipment are detailed and reported according to enterprise requirements.
		4.3	Machinery and equipment operational records are completed and maintained according to enterprise requirements.
		4.4	Machinery and equipment is cleaned, secured and stored according to OHS and 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.

What might be included in assessing the degree of adversity in operating conditions?	This may include assessment of steep ascents and descents, working across slopes, difficult terrain, varying gradients, slippery and uneven surfaces, water crossings, saturated ground, loose sand, ice/snow and other extreme weather conditions.
What may be included in a work plan ?	Pre-operational checks and maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.

What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none">• operating and maintaining machinery including hydraulics and guarding of exposed moving parts• hazard and risk control• emergency operating and defensive driving procedures• ensuring working loads are secure and within specifications• manual handling including lifting and carrying• outdoor work including protection from solar radiation, dust and noise• the appropriate use and maintenance of personal protective clothing and equipment.
What potential and existing hazards may be encountered in the workplace?	<p>Workplace hazards may include exposure to loud noise and fumes, solar radiation, dust, and hazardous substances. It may also include oil and grease spills, electricity, mechanical malfunctions and exposed moving parts including hydraulics. It may also include difficult terrain and extreme weather conditions.</p>
What enterprise requirements may apply to this standard?	<p>Standard operating procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDS), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.</p>
What range of machinery and equipment may be applicable to this standard?	<p>Hydraulic equipment, skidsteer loaders, hydroplats, stationary engines, pumps, irrigation equipment, spraying equipment, harvesters, balers, seeders, tractors (fitted with roll over protection structures) and tractor-drawn implements, fertiliser spreaders, fuel tanks, hedging machines, solar and wind powered equipment, chippers, mulchers, rotary hoes, chain saws, motor cycles (2, 3 or 4 wheel), all terrain vehicles, cars and utilities, and light trucks.</p>

What may be involved in routine pre-operational checks of machinery and equipment?	Pre-start and safety checks, service and maintenance of cooling system, fuel, oils and lubricants, wheels and tyre pressure, fan belts, leads, lines, connections, air filters, air-conditioning, brakes, clutch, electrical, gearbox, hydraulics, steering, lighting and transmission. Inspection and inspection of safety guards, PTO stubs and shafts, and hitch and towing points. Check and confirm equipment calibration settings. Confirm operating methods for turbo-charged engines. Observe and monitor noise levels for correct operation. Preparation of independently powered tools may include cleaning, lubricating, priming pumps, clearing filters, tightening, basic repairs and adjustments. Identify and segregate unsafe or faulty equipment for repair or replacement.
How might the operation of machinery be demonstrated in a safe and controlled manner?	Appropriate selection and use of machinery and equipment controls, features, settings and operational techniques for the specific terrain (on and off-road environments which may be smooth, rough, slippery, boggy or hilly) and weather conditions without causing damage to machinery, equipment, person, property or environment.
What environmental implications may be associated with the operation of machinery and equipment?	Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oils, containers, chemical residues), and hazardous substances (fuel, fertiliser). Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance and dust problems from high activity traffic (including irrigation equipment).
What personal protective clothing and equipment may be required to operate machinery?	Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What procedures may be included in the shutdown of machinery and equipment?	Safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, refuelling and cleaning.

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 the operation of machinery in adverse conditions requires evidence of the ability to assess operating conditions against work plan requirements and determine the risk to personal safety prior to undertaking work tasks. Evidence must be demonstrated in safe workplace and environmentally responsible practices.

The skills and knowledge required to operate machinery in adverse conditions must be **transferable** to a different work environment. For example, if competence is evident in the safe operation of a tractor on steep and boggy terrain, it must also be evident in the operation of a four-wheel drive in various difficult terrain 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 and risks associated with the operation of machinery and equipment in adverse and emergency situations
 - principles of weight distribution with regard to load shifting and machinery movement
 - components, controls and features of machinery and equipment and their functions
 - operating characteristics of 2-stroke, 4-stroke and diesel motors
 - procedures for cleaning, securing and storing specialised machinery, equipment and materials
 - legislation, regulations and codes of practice with regard to workplace OHS, use and control of hazardous substances, licensing, roads and traffic requirements
 - enterprise policies with regard to plant and equipment use, recording and reporting routines.
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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:

- assess operating conditions and determine the work plan accordingly
- demonstrate emergency procedures
- obtain relevant licences and permits
- read and interpret manufacturers specifications, work and maintenance plans, and MSDS
- communicate faults, malfunctions and workplace hazards, report and maintain operational records
- calibrate, measure and calculate volumes, load weights, consumption and servicing 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 and ideas with regard to the degree of adversity in the operating conditions and the safe application of machinery and equipment may be discussed with the supervisor and work team.
2. How can information be collected, analysed and organised (1) ?	Information with regard to machinery performance, faults and maintenance may be observed and recorded for analysis and organised by reports.
3. How are activities planned and organised (1) ?	Activities involving maintenance and repairs, or alternative operating methods, may be planned and co-ordinated around work schedules or sequenced as required.
4. How can team work (1) be applied?	Teamwork may be applied in monitoring operating conditions and the application of appropriate methods and procedures to complete work tasks.

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| 5. How can the use of mathematical ideas and techniques (1) be applied? | Mathematics may be applied in the calibration and adjustment of equipment settings, and the calculation and measurement of load weights and servicing requirements. |
| 6. How can problem-solving skills (1) be applied? | Adverse operating conditions may require alternative arrangements to be planned to meet the work plan requirements. |
| 7. How can the use of technology (1) be applied? | To communicate, measure and record information with regard to maintenance, usage and performance of machinery and 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.

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**.

RTE3312A Service and repair bores and windmills

This competency standard covers the process of maintaining bores and windmills. It requires the application of discretion and judgement to assess and determine requirements for specialist direction, and refer more complex faults for specialist advice. It requires the application of skills and knowledge to service and repair pumps and associated components to restore and maintain efficient operational functions. Competency requires an awareness of workplace safety and positive environmental practices associated with maintenance activities. The work is likely to be carried out under routine supervision with intermittent checking within enterprise guidelines.

Element	Performance Criteria
1 Establish bore history and enterprise policy	<p>1.1 Enterprise records are accessed, inspected and bore history is established.</p> <p>1.2 Enterprise policy regarding service and repairs to bores and windmills is established in consultation with the supervisor.</p> <p>1.3 Specialist instructions and assistance is sought as required from recognised industry sources according to enterprise requirements.</p>
2 Prepare to carry out service and repairs	<p>2.1 Tools, equipment and materials appropriate to job requirements are selected and inspected for serviceability.</p> <p>2.2 Dismantling and stripping of windmill is carried out to industry standards and according to enterprise requirements.</p> <p>2.3 Existing and potential OHS hazards in the workplace are identified, risks assessed and controlled according to enterprise requirements.</p>
3 Carry out service and repairs	<p>3.1 Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.</p>

		3.2	Service and repairs to bores, windmills, motors and pumps are carried out according to manufacturers specifications, operators manual and enterprise requirements.
		3.3	Complex faults and repairs are reported and referred for specialist advice and remedial action according to enterprise requirements.
		3.4	Lost equipment is safely retrieved according to OHS guidelines and enterprise requirements.
4	Complete service and repair activities	4.1	Bore and windmill components are reassembled and tested for operation according to manufacturers specifications to ensure the restoration of full function and flow.
		4.2	Work site, tools and equipment are cleaned, returned to operating order and stored according to OHS and enterprise requirements.
		4.3	Waste from service and repair activities is collected, treated and disposed or recycled according to enterprise environmental requirements.
		4.4	Relevant information is documented according to industry and 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.

What **bore history** details may be established?

Driller's report, depth and location, date established, specification of casing and perforations, life of other bores in the area, hydrological data for the area, equipment used on the bore, flow rates, water quality, maintenance history, equipment changes, and stock watering.

What enterprise policy considerations may be relevant to service and repair activities?	This may include the details of available expertise, required support, bore accessibility, estimated costs and budgetary constraints, urgency of repairs, and relevant maintenance programs.
What enterprise requirements may be applicable to this standard?	Standard operating procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (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.
What tools, equipment and materials may be used for service and repair activities?	Hand tools, hand held power tools, and grease guns. Cleaning and maintenance supplies including grease, fuel, oil, chemicals, water steam, power, and air.
What may be involved in the dismantling and stripping of windmills?	Immobilising the windmill, restraining and removing the sails from the mill head, and removing the mill head.
What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> the secure attachment of drilling equipment (including ensuring the windmill sails are locked) hazard and risk control carrying out maintenance operations safe lifting, carrying and handling manual handling (including the use of pipe handling equipment) handling, application and storage of hazardous substances outdoor work including protection from solar radiation, dust and noise clear communication signals between operators the appropriate use and maintenance of personal protective equipment.

	<p>The servicing of windmills requires the need to ensure that sails are locked off before personnel are allowed onto the tower, and particular attention should be paid to the avoidance of hand injuries when using pipe handling equipment and tools. Consideration should be given to providing rope support when climbing windmills.</p>
What personal protective equipment may be relevant to this standard?	<p>Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).</p>
What may be involved in the preparation, service and repair of bores, windmills, motors and pumps?	<p>The service and repair of bores may involve the pulling of the bore which includes fitting clamps, removing rods and columns, the laying out of rods and columns, replacing worn or faulty parts, checking rods for straightness and checking spacers for wear, and examining for and noting lime deposits. Programmed procedures for the checking of the bore head may include checking of the belt condition, glands, pulleys, vibration or noise, slipping, throwing, or loose belts, low flows, correct rotation, worn parts and bearings.</p> <p>The service and repair of windmills may involve stripping the windmill, carrying out checks and repairs to mill blades, fan structure, mill head, differential head and gearbox.</p> <p>The service and repair of solar pumps may involve cleaning the solar panels, checking wiring and measuring voltage.</p> <p>Repair of pumps may include the checking and replacement of liners, buckets, impellers, seals and bearings, the checking of foot valves and submersibles, replacing worn or faulty parts, checking for loose bolts, checking stability of the block, and sand pumping procedures.</p>
What may be involved in fishing for lost equipment ?	<p>Identifying what is down the bore, identifying location of lost equipment, manufacturing suitable tools, and rigging the bore for safe retrieval according to OHS guidelines.</p>
What positive environmental procedures may be relevant to service and repair activities?	<p>The safe use and disposal of maintenance debris including oils, oil containers, fuel and chemical residues.</p>

What relevant information may be documented?	This may include tool and equipment usage and operational faults or malfunctions, bore and windmill servicing and repair procedures and outcomes, specialist consultations, mechanical faults or malfunctions, damage details, and hazard and incident reports.
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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 servicing and repairing bores and windmills requires evidence that a person can functionally maintain all components of bores and windmills including carrying out repairs to bore, mill heads and pumps to ensure the full function and flow of water supplies. It also requires the ability to dismantle windmills, source and apply specialist direction, refer to bore histories for troubleshooting, dismantle and assemble mechanical components, recognise and rectify mechanical faults, and carry out testing procedures to determine correct operation. Evidence must also be demonstrated in the application of safe workplace and environmentally responsible practices.

The skills and knowledge required to service and repair bores and windmills must be **transferable** to a different work environment. For example, if competence is evident in the maintenance of bores and windmills in an agricultural enterprise, it must be evident that sufficient skills and knowledge may be applied and adapted in a range of rural 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:

- construction of bores and windmills and maintenance requirements
 - diesel engine components, maintenance requirements and repair procedures
 - working principles of diesel engines
 - drive systems and components
 - types and uses of lubricants and other servicing materials
 - servicing characteristics of bores and windmills
 - types, characteristics, uses and limitations of hand and power tools
 - basic diagnostic processes and techniques
 - environmental codes of practice with regard to maintenance activities
 - OHS legislative requirements.
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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:

- apply basic diagnostic techniques
- recognise faults and deterioration of components and carry out mechanical repairs
- select and match tools and equipment with work requirements
- apply hand-eye co-ordination
- apply safe workplace and positive environmental procedures
- read and interpret enterprise policy, maintenance plans, manufacturers specifications, MSDS
- effectively communicate with contractors and supervisor, and record and report maintenance details and outcomes
- calculate volumes, and measure speed, flow rates and distance.

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 with regard to complex mechanical faults may be reported and referred for specialist advice and remedial action.
2. How can information be collected, analysed and organised (3) ?	Information with regard to bore histories and water requirements may be collected for analysis and organised by reports.
3. How are activities planned and organised (3) ?	Repair activities involving specialist instruction may be better planned and co-ordinated with routine maintenance procedures to minimise downtime.
4. How can team work (3) be applied?	In the application of accurate communication and interpretation of methods and procedures to safely facilitate effective repairs and maintenance.
5. How can the use of mathematical ideas and techniques (2) be applied?	Measuring distance, speed and flow rates, calculating volumes, and estimating quantities of materials will require mathematical application.
6. How can problem-solving skills (2) be applied?	A problem relating to tool and equipment breakdown or the unavailability of replacement components may arise during the service and repair of bores and windmills.
7. How can the use of technology (2) be applied?	It may be applied in the use and preparation of tools and equipment, the calculation of servicing materials and to trouble shoot mechanical faults.

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**.

RTE3904A Keep records for a primary production business

This competency standard covers the process of creating and maintaining physical records, preparing and processing basic financial transactions, establishing and maintaining a cashbook, and reconciling and preparing invoices within primary production businesses. Both the physical and financial records of the business are vital for use by management for planning purposes, meeting legislative requirements, and the efficient operation of the business on a daily basis.

Work performed at this level requires a full range of well-developed skills where some discretion and judgement is required. One will take responsibility for own outputs and limited responsibility for the output of others.

Element	Performance Criteria
1 Prepare and store physical records	1.1 Physical records and inventories required for the organisation are determined in consultation with the management team .
	1.2 Methods for collecting information are reliable, and time and resources are used efficiently.
	1.3 Appropriate interpersonal skills are used to access relevant information from individuals and teams.
	1.4 Information is organised into a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements.
	1.5 Business equipment/technology is used to maintain information in accordance with organisational and OHS requirements.
	1.6 Records are updated and stored in accordance with organisational requirements.
2 Process petty cash transactions	2.1 Petty cash claims and vouchers are checked for accuracy and authenticity prior to processing.

		2.2	Petty cash transactions are processed and recorded in accordance with organisational requirements.
		2.2	Petty cash book balanced in accordance with organisational requirements.
3	Establish and maintain a cash book in accordance with organisational requirements	3.1	Cash receipts and payments book created, and documentation relating to financial transactions checked for validity prior to processing.
		3.2	Cashbook balances reconciled with bank and creditor statements.
		3.3	Cashbook balances are used to complete legislative reporting requirements .
		3.4	Cash flow statements are prepared on the basis of summarised cashbook entries.
4	Reconcile invoices for payment to creditors	4.1	Adjustments and errors are identified, reported and rectified in accordance with organisational requirements.
		4.2	Invoices processed and payment made in accordance with organisational requirements.
5	Prepare invoices for debtors	5.1	Invoices are prepared accurately and, if required, distributed to nominated person for verification prior to despatch.
		5.2	Adjustments are made as required in accordance with organisational requirements.
		5.3	Invoices and other related documents copied and filed in accordance with organisational requirements for taxation and auditing purposes.

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 sort of things will be recorded in physical records ?	Records may include a property plan, livestock, paddock treatments including spraying, paddocks, rainfall, production, sales data, supplies, machinery and equipment, and stock.
Who might be members of the management team ?	They may be oneself, family members, fellow managers, employees, professional advisors, partners, and mentors.
What methods for collecting information might be used?	Methods for collecting information may include observation and listening, previous file records, individual research, statistics and reports from other organizations, producing reports from data collected on the farm, translating data from diaries and note-books, or professional data collection agency.
What type of interpersonal skills may be required?	Interpersonal skills may include effective listening, open questioning techniques, verbal and non verbal communication skills, appropriate body language, and the ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
What type of format might be relevant?	Format for records and inventories could include maps, graphs, charts, cards, electronic, databases, diaries, or notebooks.
What sort of business equipment/technology might be used?	Business equipment and technology that might be used include computer, software, Internet, email, calculator, fax or phone.
What type of checking for accuracy and authenticity might be used?	Checking may include correct information on voucher, receipt of purchase, and ensuring items are business related.
What is meant by a cashbook ?	A cashbook documents the daily receipts and payments of the business. It may be created and maintained manually and/or electronically.
What sort of documentation requires checking for validity in this context?	Documentation may include cheques, taxation invoices, accounts, and credit card vouchers. Validity may include checking date, signature, details on cheque are correct, expiry date of credit cards, information on taxation invoice, and accounts are accurate.

What sort of legislative reporting requirements would be included?	Legislative reporting requirements may include recording Australian Business Number (ABN), business activity statements (BAS), instalment activity statements (AIS), PAYG withholding, superannuation, taxation, or work cover.
What is meant by cash flow statements in this context?	Cash flow statements summarise the organisations actual and expected cash flow over designated periods of time. Budgets allocate income against expenses. Both types of statements can be created manually or electronically.
Who might be creditors and debtors ?	Creditors and debtors may include financial institutions, goods and service suppliers, rural merchants, contractors, professional advisors, and co-operatives.
What sort of taxation and auditing requirements may be required?	Taxation and auditing requirements would include accurate records of all business assets, liabilities, income, expenses and entitlements to be analysed by an accountant for compliance purposes.
What type of financial transactions might the business undertake?	Financial transactions may include purchasing and selling products, machinery and equipment, vehicles and supplies, banking cheques, paying invoices and bills, or transferring funds electronically.

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 record keeping in rural businesses requires evidence that both physical and financial records for the business can be created, maintained and stored in accordance with legislative and organisational requirements. Financial transactions involving cash, electronic funds transfer, cheques and invoices must be processed and recorded accurately in accordance with legislative and organisational requirements.

The skills and knowledge required to keep records in a rural business must be **transferable** to a different work environment. For example, across a wide range of small, medium and large agricultural and horticultural businesses.

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:

- nature of the business and its legal and organisational structure
- relevant National, State and local government legislative requirements, especially in regard to OHS and environmental requirements
- organisational policies and procedures relating to the distribution of workplace information, legal and ethical obligations
- methods to identify sources of information
- procedures to analyse information to identify patterns and trends
- the organisations record keeping/filing systems, security of information and safe record keeping procedures
- principles of effective interpersonal communication
- principles and procedures for cash and non cash handling
- principles of single entry accounting, and cash flow statements.

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 to people from a range of social, cultural and ethnic backgrounds, and of varying physical and mental abilities
- collect and record accurate and reliable information
- present data in a format suitable for the organisations requirements
- use business equipment and technology correctly and safely
- file records accurately in accordance with organisational requirements
- perform calculations and balance accounts
- prepare cash flow statements and budgets

- reconcile creditors invoices and prepare debtors invoices
 - process forms and other documentation.
-

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 research and discussion with the management team, employees and outside organisations.
2. How can information be collected, analysed and organised (2) ?	By collecting and presenting information from a variety of sources and organising it into records, graphs, charts and tables.
3. How are activities planned and organised (2) ?	By capturing and storing data generated within the business on a regular basis.
4. How can team work (2) be applied?	By working with business employees and the management team to assist in providing information on particular aspects of the business.
5. How can the use of mathematical ideas and techniques (2) be applied?	By the processing of financial transactions and the development of cash flow statements and budgets.
6. How can problem-solving skills (2) be applied?	Information that is contradictory, inconsistent, ambiguous or incomplete can be rejected.
7. How can the use of technology (2) be applied?	By using technology to research information, keep records and perform calculations.

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**.

RTE5205A Plan and manage infrastructure requirements

This competency standard covers the process of planning for and managing the infrastructure required for production in the organisation. It includes the need to act in an environmentally aware manner. It requires the need to analyse and extract information from a broad range of sources, and to comply with a variety of legislative and regulatory requirements.

Planning and managing infrastructure requirements is likely to be undertaken alone or under broad guidance. Responsibility for the planning and management of the work of others is likely to be involved. Planning and managing infrastructure requirements requires extensive knowledge in some areas such as sustainable land use principles and practices, and a range of technical and other skills such as planning, calculating volumes areas and distances, and cost benefit analyses.

Note: *This unit provides the framework for the unit RU44207CMB "Implement a property improvement plan"*

Element

Performance Criteria

1	Determine infrastructure requirements	1.1	Information regarding the characteristics of the products and their respective market requirements is accessed.
		1.2	Characteristics of the land under production and the production processes to be used are confirmed from colleagues and other planning processes.
		1.3	Historical data , including recent data, from organisational records is identified and accessed for input to infrastructure planning processes.
		1.4	Information regarding other organisational planning processes and potential for improvements or innovations , is collected and used to inform the infrastructure planning process.
		1.5	Requirements of the organisation are taken into consideration during analysis.

		1.6	All available information is analysed, and the infrastructure required to efficiently achieve the targeted production requirements are identified and compared with those existing and available in the organisation.
		1.7	OHS hazards identified, risks assessed and suitable controls are incorporated into the planning process.
		1.8	Replacements, purchases and sales of plant and vehicles are planned and budgeted for according to organisational policies and procedures.
		1.9	Details regarding infrastructure requirements are used as input to other organisational planning processes.
2	Obtain, prepare or build infrastructure	2.1	Solutions to bridging the gaps between required and existing infrastructure are identified.
		2.2	Preferred solution to filling gaps in required infrastructure is determined from a cost benefit analysis .
		2.3	Negotiations are undertaken to obtain infrastructure or componentry at the best rate for the organisation.
		2.4	Preparation work required for existing infrastructure is organised and undertaken as necessary.
		2.5	Works required are planned and commissioned according to organisation requirements.
		2.6	All alterations to infrastructure or new developments give due consideration to environmental and waste management requirements.
3	Manage infrastructure	3.1	Infrastructure maintenance programs are determined including scheduling and responsibilities.

		3.2	Replacements, purchases and sales of plant and vehicles are undertaken according to plans made, and are in line with organisation policies and guidelines.
		3.3	Any reallocations of land required are undertaken with the planning and consultation required by the organisation, and within all relevant guidelines and regulations .
		3.4	Situations that require unplanned maintenance are managed within organisation guidelines and policy.
		3.5	Checks are made to ensure that program specifications are adhered to and amendments are made where necessary.
		3.6	Checks are made to ensure that all OHS requirements are adhered to, including the appropriate use of personal protective equipment.
		3.7	Checks are made to ensure that potential detrimental environmental impacts are minimised or eliminated.
4	Record and manage information	4.1	Data , observations and documentation recorded during the production cycle are analysed against the plan according to organisation guidelines.
		4.2	Recommendations for future plans are prepared based on the analysis of the data.
		4.3	A report is prepared that documents the plans implementation according to the organisations requirements and guidelines.
		4.4	Records and documentation are created, maintained and kept as described in the infrastructure plan, the OHS requirements, and machinery and equipment management programs.
		4.5	Records and documentation are completed clearly and accurately throughout production in the organisation.

- 4.6 The **record keeping system** that is used ensures that required information is available, accessible, meaningful and useful.

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 characteristic of the products might be accessed?	If it is an annual or perennial product, experimental product, yield, financial return, frequency of rotation, harvesting requirements, prevalence of pests and disease, and pest and disease control.
To what does the term products refer?	To the crops, stock and/or products under production or refinement/manufacture in the organisation.
What characteristics of the land under production should be accessed?	Accessibility, topography, moisture content, pH levels, nutrient levels, salinity, erosion, drainage, land use history, germination rates, and pest and disease prevalence.
What historical data might be assessed in the planning process?	Crop/stock history, disease and pest history, previous yield data, pesticide use, financial returns, weather patterns, market information, existence and suitability of previous infrastructure.
What infrastructure might be planned?	In addition to equipment, machinery and vehicles, the organisations infrastructure may include buildings, sheds, shelters, stock yards, stock handling structures, fences, water supply systems, roads, tracks, soil conservation works, irrigation and drainage channels, silage pits and/or grain and fodder storage, dams, monitoring systems, and information technology systems.
What other organisational planning processes might provide input to infrastructure planning?	Activities such as land-use, production systems, production process and strategic planning processes.

What might improvements or innovations relate to?	To equipment, machinery, materials, practices, and systems – including those relating to environmental, OHS, and animal welfare practices and/or related equipment might be researched and implemented.
What requirements might the organisation have in relation to production processes?	Requirements may relate to the preferred approach/policy in regard to animal welfare, environmental management, waste management, and OHS. Legislation and regulation may also impact on, or restrict production.
What actions could be taken to eliminate or minimise OHS risk?	<p>The range of actions are both systemic and at an operational level. These are listed below.</p> <p><i>Systems</i> should be in place to ensure the safe operation and maintenance of machinery and equipment. Precautions should also be in place to minimise exposure to noise, and organic and other dusts. Systems and procedures for handling and storing product, as well as working with and around electricity should also be in place.</p> <p><i>Fixtures</i> should be in place in all silos and storage sheds, including appropriate access ladders, handrails and ladder cages.</p> <p><i>Personal protective equipment</i> should be selected, used and maintained.</p> <p><i>Environmental</i> conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire and silo collapse.</p> <p><i>Procedures</i> should be in place and used for working with and operating machinery and equipment, including exposed moving parts, noise, transporting and storing hazardous substances (such as pesticides), working within confined spaces, moving vehicles and working at height.</p> <p><i>Record keeping</i> should ensure that requirements in relation to properly observing and using product labels and MSDS sheets, instruction manuals and written organisational procedures.</p>

What solutions might exist for bridging the gaps between required and existing infrastructure?	Reassigning, refitting or modifying existing infrastructure.
Are financial indicators the only component of a cost benefit analysis ?	Costs and benefits are considered in terms of all impacts on the performance of the farm and must include animal welfare, environmental, and OHS issues, as well as the financial ones.
How might infrastructure or componentry be obtained ?	Through transactions, which may include purchase, lease, hire, rental, barter, or loan.
What preparation work may be required for utilising existing infrastructure?	Obtaining relevant permits and permissions, or stripping, emptying, or disassembling them.
What might be required when works are planned ?	Appropriate permits and permissions are in place and appropriate people are consulted.
What environmental and waste management requirements should be considered?	Construction activity, as well as the improvement itself, might put the local environment at risk of off-site contamination such as the fouling of surface or ground water bodies with solid material, and/or nutrients, including acid discharges from acid sulfate soils. Any change to the natural lie of the land may affect run-off and drainage to increase erosion or the acidity of the soil, and the way in which effluent is managed to pollute surface and underground catchments. Removal of vegetation and ground cover may affect wind or water erosion and/or an increase in salinity.
What should be considered when developing infrastructure maintenance programs ?	Scheduling issues, affect on production, availability of staff, costs, seasonal variances, weather patterns, and other operations occurring in the organisation.
Why might reallocations of land be required?	For road or path building, siting buildings, dam construction, run-off and drainage works.
What guidelines and regulations should be considered during reallocations of land	The required permissions and permits are obtained; environmental guidelines, animal welfare regulations and OHS regulations are adhered to.
When might unplanned maintenance be required?	To rectify machinery or plant breakdown, and damage caused by storm, stock or vandals.

What data might be analysed against the production plan?	Information pertaining to costs, production levels, labour and overhead inputs, environmental data and OHS data.
What would be included in the report ?	Issues and details such as, any difficulties or issues faced, the methods used for treatment, impacts on environmental and OHS, any recommendations for future plans, results, costs, and any available data analysis.
What record keeping systems might be utilized?	These may include the storage devices, the procedures, operators who enter and update the data, and guidelines and policy for the maintenance and migration of data.

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 and managing infrastructure requirements requires evidence that appropriate and sound infrastructure is installed for the most efficient production and environmentally sound results.

The skills and knowledge required to plan and manage infrastructure requirements must be transferable to a different work environment. For example, across a range of products and organisation sizes.

What specific knowledge is needed to achieve the performance criteria ?	<p>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:</p> <ul style="list-style-type: none">• property planning, financial management and enterprise budgeting systems and procedures• environmental controls and codes of practice available to the organisation• relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use
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- sound management practices and processes to minimise noise odours and debris from production processes
- sustainable land use principles and practices applicable in the region
- relevant legislation and regulations relating to soil and water degradation issues, animal health and welfare, and chemical use.

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 monitored information on production processes
 - interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions, and workshops
 - identify, build and use network and support groups
 - recognise potential opportunities to use or install more environmentally efficient systems or equipment
 - assess, then adopt, profitable innovations
 - prepare written plans and procedures for implementation by others
 - observe, identify and react appropriately to environmental implications and occupational OHS hazards.
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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?

By preparing maintenance plans that will be implemented by other people.

2. How can information be collected, analysed and organised (3) ?	Using the variety of sources available for input to decision-making.
3. How are activities planned and organised (3) ?	In developing and managing plans for the development and maintenance of infrastructure.
4. How can team work (2) be applied?	In working with colleagues during input to the range of other planning processes.
5. How can the use of mathematical ideas and techniques (2) be applied?	In calculating infrastructure requirements in terms of volumes, distances and times, and in conducting cost benefit analyses.
6. How can problem-solving skills (2) be applied?	In recognising where and when amendment is required to plans.
7. How can the use of technology (2) be applied?	In operating any necessary equipment for the maintenance activities – communication technology, calculating equipment, measuring equipment, and word processing/spreadsheets software.

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**.

RTE5304A Implement a machinery management system

This competency standard covers the process of implementing a machinery management system and requires the ability to identify machinery and equipment requirements for the property, select and manage the range of machinery services provided by external suppliers, and manage machinery maintenance and operation. Implementing a machinery management system requires knowledge of cultural operations and their associated machinery requirements, costs associated with the use of machinery, maintenance requirements of machinery and equipment, storage and housing requirements of machinery, negotiation and the development of agreements, safe operating procedures for machinery, and systems for monitoring machinery maintenance and operation.

Element	Performance Criteria
1 Identify machinery and equipment requirements for the property	<p>1.1 Machinery and equipment requirements are identified for the enterprises being conducted.</p> <p>1.2 Alternative options to machinery ownership are evaluated for applicability.</p> <p>1.3 Storage and housing requirements for machinery and equipment are identified and addressed.</p> <p>1.4 Machinery innovations are monitored and assessed for applicability.</p> <p>1.5 Inventory of machinery and equipment is maintained as required by the enterprise.</p>
2. Select and manage the range of machinery services provided by off-farm suppliers	<p>2.1 Services to be provided by off-property suppliers are identified.</p> <p>2.2 Criteria to select and monitor the provision of services are developed.</p> <p>2.3 Agreements and transactions are appropriately recorded and monitored.</p>
3 Manage machinery maintenance	<p>3.1 Maintenance requirements of machinery and equipment are determined from manufacturers instructions, and maintenance schedules are established.</p>

		3.2	Systems for recording machinery use and maintenance are established.
		3.3	Machinery maintenance is monitored to ensure adherence to schedules and manufacturers instructions.
4	Manage machinery and equipment operation	4.1	Machinery and equipment use is monitored and recorded according to enterprise requirements.
		4.2	Machinery operation is monitored to ensure compliance with manufacturers instructions.
		4.3	Procedures for the safe operation of machinery are determined and adherence to safe procedures is monitored and ensured.
		4.4	Staff are trained in the safe operation of machinery and the required procedures for the maintenance of machinery.

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 alternative options may be relevant to this competency standard?	Alternative options might include the use of shared machinery arrangements, contractors, membership of machinery syndicates, and leasing or hiring, participation in machinery rings.
What services should be considered?	Service might include repair and overhaul services, contracted machinery operations, and parts suppliers.
What agreements may be considered relevant?	Examples of agreements include those that cover the conditions for use and operation of shared equipment, and agreements negotiated with contractors and other service providers.
What machinery and equipment may be relevant to this competency standard?	Machinery and equipment will all vehicles and attachments, and stationary and mobile plant, used by the enterprise.
Who should be considered as staff ?	Staff will include family and non-family labour, casual and permanent labour.

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 machinery management system requires evidence that machinery systems have been successfully and appropriately implemented in an enterprise. The skills and knowledge required to implement a machinery management system must be **transferable** to a range of work environments and contexts. For example, this could include different machinery and equipment and enterprise operations.

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:

- cultural operations and their associated machinery requirements
- costs associated with the use of machinery
- maintenance requirements of machinery and equipment
- storage and housing requirements of machinery
- negotiation and the development of agreements
- safe operating procedures for machinery
- systems for monitoring machinery maintenance and operation
- staff training.

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:

- identify machinery and equipment requirements for the property or enterprise
 - select and manage the range of machinery services provided by off-farm suppliers
 - manage machinery maintenance
 - manage machinery and equipment operation.
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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?	Ideas and information are communicated through the development of machinery maintenance, purchasing and replacement plans.
2. How can information be collected, analysed and organised (3) ?	Information can be collected, analysed and organised by comparative analysis of performance and running costs.
3. How are activities planned and organised (3) ?	Activities can be planned and organised through workplace meetings.
4. How can team work (3) be applied?	Team work can be applied through workplace meetings.
5. How can the use of mathematical ideas and techniques (3) be applied?	Mathematical ideas and techniques can be applied when making comparative analysis of machinery purchase and/or running costs.
6. How can problem-solving skills (3) be applied?	Problem-solving skills can be applied to maintenance schedules and replacement plans.
7. How can the use of technology (3) be applied?	The use of technology can be applied through information collection and storage 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**.

RTE5516A Develop a whole farm plan

This competency standard covers the process of developing a whole farm plan for a rural enterprise. It requires the ability to determine directions for the business, audit the natural resources of the property, monitor legal requirements impacting on the management of the property, and develop management strategies to address natural resource management issues.

Developing a whole farm plan requires knowledge of SWOT analysis, sustainable land management practices, property planning processes and approaches, land capability, conservation management strategies, legal requirements and risk management.

Element	Performance Criteria
1 Determine directions for the business	<p>1.1 Long-term directions and purposes of the business are established through identification and analysis of the values, expectations and personal goals of the people involved.</p> <p>1.2 Business and personal strengths, weaknesses, opportunities and threats are identified (SWOT analysis).</p> <p>1.3 Strategies to address the SWOT are developed consistent with the business vision.</p>
2 Audit the natural resources of the property	<p>2.1 Physical characteristics of the soil resource are identified and recorded.</p> <p>2.2 Soil map of property is drawn and land classes are recorded using classification terminology.</p> <p>2.3 Land capability is determined and land management options for each land class identified.</p> <p>2.4 Natural property features and infrastructure are shown on property map.</p> <p>2.5 Areas at risk of soil degradation are identified.</p> <p>2.6 Native vegetation is classified and condition is assessed.</p>

		2.7	Endangered species are identified as appropriate.
		2.8	Other natural resource issues are identified as appropriate to the property.
3	Monitor legal requirements impacting on the management of the property	3.1	Current knowledge of relevant Acts and regulations impacting on the property is maintained.
		3.2	Legal requirements are addressed through management plans.
4	Develop management strategies to address natural resource management issues	4.1	Property improvement plans to assist natural resource management are developed, costed and prioritised.
		4.2	Plans to repair land degradation are developed.
		4.3	Strategies to address water supply and water management, vegetation and revegetation management, and wildlife management are prepared as appropriate to the property.
		4.4	Strategies for weed and pest management are developed.
		4.5	Plans to address fire risk/fire management are developed as appropriate.
5	Review whole farm plan	5.1	Plans are reviewed and revised to meet changing circumstances.

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 **physical characteristics** of the soil might be assessed?

Moisture content, pH levels, nutrient levels, salinity, erosion, germination rates, aggregate stability, colour, texture, structure, and pest and disease prevalence.

What natural resource issues may need to be included?	Natural resource issues may relate to stock grazing pressure, feral animals, wildlife, weeds, human impact, cultural practices, contamination, agricultural chemical drift, fire, reintroduction of native animals, legislation, management advice, and initiation of heritage agreements and other issues.
What infrastructure should be mapped?	Infrastructure may include buildings, sheds, shelters, stock yards, stock handling structures, fences, water supply systems, roads, tracks, soil conservation works, irrigation and drainage channels, silage pits and/or grain and fodder storage, and dams.
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 whole farm plan requires evidence that business objectives and plans, and plans for sustainable land management and production have been integrated and documented. The whole farm plan must incorporate relevant data such as results from a natural resources audit and build on and contribute to other plans, such as the business plan, human resources plan and risk management plan.

The skills and knowledge required to develop a whole farm plan must be **transferable** to a different work environment. For example, across a range of production types and processes.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • SWOT analysis • sustainable land management practices • property planning processes and approaches • land capability • water, vegetation, soil, fire and wildlife management strategies • legal requirements impacting on whole farm
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- planning
- risk management.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These include the ability to:

- determine directions for the business
 - audit the natural resources of the property
 - monitor legal requirements impacting on the management of the property
 - develop management strategies to address natural resource management issues.
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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?	Communication of ideas and information can be applied through the development of whole farm plans.
2. How can information be collected, analysed and organised (3) ?	Information can be collected, analysed and organised in accordance with whole farm planning processes.
3. How are activities planned and organised (3) ?	Activities are planned and organised in accordance with whole farm planning processes.
4. How can team work (2) be applied?	Team work can be applied during the development of whole farm plans.
5. How can the use of mathematical ideas and techniques (2) be applied?	The use of mathematical ideas and techniques can be applied when collecting and using primary data about farm resources.
6. How can problem-solving skills (2) be applied?	Problem-solving skills can be applied in solving complexities in the analysis and decision-making process.

7. How can the **use of technology (2)** be applied?

The use of technology can be applied by using appropriate data collection and storage 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**.

RTE5807A Manage staff

This competency standard covers the process of managing staff in an agricultural, horticultural or land management enterprise. It requires the ability to identify skill requirements, prepare task descriptions and person specifications, arrange employment of workforce members, and implement OHS priorities and procedures. Managing staff requires knowledge of job specifications, equal employment opportunity legislation, OHS legislation, relevant industrial awards, employee induction programs, interviewing procedures, contracts of employment and unfair dismissal legislation.

Element	Performance Criteria
1 Prepare task descriptions and person specifications	<ul style="list-style-type: none">1.1 Tasks are identified and described along with the range of conditions under which performance may need to occur.1.2 Most appropriate employment arrangements are determined based on employer and employee needs, and responsibilities and rights.1.3 Person specifications are prepared with due regard to legislation, codes and national standards.
2 Manage workforce performance	<ul style="list-style-type: none">2.1 Induction programs are designed for each employee consistent with legislative requirements and enterprise guidelines.2.2 Terms of engagement for consultants and contractors are clarified and established.2.3 Induction programs are conducted for new appointees and appropriate records established.2.4 Strategies for communicating with workers are designed and implemented.2.5 Performance management strategies are designed and implemented.2.6 Processes for the termination of non-performing staff are identified and followed as necessary.

3	Support workforce training programs	3.1	Strategies to identify skill and knowledge gaps are designed and implemented with workers, and strategies to address these gaps are implemented.
		3.2	On-the-job training is provided to optimise worker performance and to ensure safety and fairness in the workplace.
		3.3	Off-the-job training requirements are identified and training is sourced and supported as appropriate.
4	Manage administrative support	4.1	Processes and procedures for the administration of staff records are implemented.
		4.2	Administrative procedures and processes to meet legislated requirements are implemented.
		4.3	Industrial relations are established and monitored, awards adhered to, enterprise agreements and/or contracts of employment negotiated, and disputes and conflicts resolved.
5	Implement OHS priorities and procedures	5.1	Safety policies are developed and communicated within the enterprise.
		5.2	Safe work practices are identified/designed for all aspects of the operation of the enterprise.
		5.3	Safe work practices are communicated and enforced among all members of the workforce.

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 legislation, codes and national standards **are relevant to the workplace?**

These include award and enterprise agreements and relevant industrial instruments, relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity,

	industrial relations and anti-discrimination and relevant industry codes of practice.
What is included under workforce in this competency standard?	The workforce includes self, family members whether paid or unpaid, employees both permanent and casual, contractors, share-farmers, students on work experience and professional and technical support.
What may be considered under contracts of employment ?	Contracts of employment include task specific as well as general contracts of employment.
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 staff requires evidence that staff have been successfully managed within an enterprise according to the criteria outlined in this standard.

The skills and knowledge required to manage staff must be **transferable** to a range of work environments and contexts. For example, this could include different enterprises, staff numbers and profiles.

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:

- task descriptions and person specifications
 - equal opportunity and equal employment opportunity legislation
 - OHS legislation
 - relevant industrial awards
 - performance management approaches
 - personnel management strategies
 - employee induction programs
 - contracts of employment
 - unfair dismissal legislation.
-

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 task descriptions and person specifications
- arrange employment of **workforce** members
- implement OHS priorities and procedures
- review labour productivity.

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?	Through formal and informal processes established by the enterprise.
2. How can information be collected, analysed and organised (3) ?	Through establishment and maintenance of filing systems and collection of data required of employers.
3. How are activities planned and organised (3) ?	According to human resource management principles and legislative guidelines.
4. How can team work (3) be applied?	Through consultation in the preparation of job descriptions and OHS activities.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through calculations associated with insurance and superannuation.
6. How can problem-solving skills (3) be applied?	Through resolving conflicting demands on management and dealing with different personality types amongst staff.
7. How can the use of technology (3) be applied?	Through the use of computers 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**.

RTE5901A Develop a marketing plan

This competency standard covers the process of designing and co-ordinating a marketing plan. It requires the application of skills and knowledge to analyse market conditions and access and evaluate advice on market and potential distribution options. In addition, it requires an awareness of industry structures and business trends. The functions associated with this standard would be performed independently and under limited supervision.

Element	Performance Criteria
1 Evaluate commercial information	<p>1.1 Relevant information is researched and analysed to identify market trends.</p> <p>1.2 Competing products are identified and evaluated to determine strengths and weaknesses of own products.</p> <p>1.3 Collated information is presented in a manner which provides clear and concise information.</p> <p>1.4 Market and situation analysis is conducted using established techniques in accordance with available budget and the need for external assistance.</p>
2 Identify marketing requirements	<p>2.1 Promotional materials are created that enhance the product and commercial presentation.</p> <p>2.2 Priorities, responsibilities, timelines and budgets are recorded and communicated to appropriate colleagues.</p>
3 Determine promotional strategies	<p>3.1 Detailed plans for promotional activities are prepared and recorded according to enterprise guidelines.</p> <p>3.2 Outlined in the promotional plan are objectives, level of exposure to be achieved and available markets.</p> <p>3.3 Strategies take account of feedback from operational staff, time management and scheduling issues, and resource constraints.</p>

		3.4	Marketing objectives are established based on new and retained business consistent with product and operational business plans.
4	Organise implementation	4.1	Criteria are established to measure impact and success of promotional activities.
		4.2	Adjustments to the promotional strategy product distribution are made promptly to ensure consistency of promotion.
		4.3	Required distribution channels are defined and established.
		4.4	Product documentation is distributed on time in the specified quantities.

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 information might be relevant to this standard	Sales data, expected revenues, expenditure, attributable costs, market share figures, trends in consumer purchases, demographic data, borrowing costs, transport costs, and delivery times.
How can information be researched ?	Through Internet, trade magazines, commercial sources, newspapers, library searches, anecdote, and annual reports of companies.
What strengths and weaknesses of own products might be identified?	Packaging and presentation, relative prices, sales outlets and distribution, proximity to markets, customer feedback, complementarity of other products and services, technical support and warranties, availability of consumer information, and the provision of relevant OHS information.
What promotional materials might be created?	Mass media advertising, Internet advertising and distribution, leaflets and flyers, trade articles, and seminar materials. Information may include region branding, promotion of health benefits, celebrity endorsement, industry compliance, and quality certification.

What product documentation might be distributed?	Content and ingredient information, environmental protection information, food standards compliance, labelling, invoices and orders, discount offers and bulk buying options, enterprise profiles, longevity of suppliers, and company endorsements.
What criteria may be relevant to this standard?	Achieving or not achieving sales targets, increased access to new markets, customer/client feedback, level of public/purchaser awareness, increased recognition rates of products, and market penetration.
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 to develop a marketing plan requires evidence of the ability to research, analyse and evaluate market information to compare and contrast data and plan appropriate programs. Evidence must be demonstrated in the presentation of data on markets and the capacity to make decisions. The skills and knowledge required must be **transferable** to a different work environment. For example, this could include different products, promotional strategies 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:

- financial management and budgeting
- rural organisations policies and procedures for marketing and promotions
- sales and marketing principles and practices
- sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display

- relevant State/Territory legislative requirements with regard to OHS and risk management procedures for management of promotional activities
- legal issues that affect marketing activities (trade practices, Fair Trading Acts, Sales of Goods Acts)
- industry and marketing knowledge including sales networks and distribution systems, and customer trends and preferences
- demographic studies and their application in the development of a marketing plan.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These include the ability to:

- analyse, research information and develop a marketing plan
- implement and evaluate a marketing plan
- ability to negotiate at all levels
- research and determine the best marketing options in order to achieve the organisations objectives
- problem solve to overcome impediments
- manage time
- evaluate performance targets and recommend modifications or improvements
- collect and analyse data to assess marketing alternatives
- make presentations to groups
- plan to manage promotional activities
- communicate written and oral information, and prepare reports and documentation
- calculate data and manage 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 and ideas with regard to the marketing strategy may be explained and discussed with other persons involved with planning.
2. How can information be collected, analysed and organised (3) ?	Findings and feedback on the results of the marketing plan may be collated and recorded for analysis, and organised by reports.
3. How are activities planned and organised (3) ?	Resources and materials necessary to the marketing plan may need to be scheduled to meet timetables and deadlines.
4. How can team work (3) be applied?	The implementation of the marketing plan may need input and advice from others to meet timetables and deadlines.
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 need to 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 results of the marketing 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.

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**.

RTE5902A Develop and review a business plan

This competency standard covers the process of developing and reviewing business for an agricultural, horticultural or land management business enterprise.

It requires the application of knowledge and skills to determine the scope of the business plan, prepare a business plan, determine goals, trial systems, and document, monitor and review the business plan. Competency must also be demonstrated in communicating business plan objectives to relevant parties.

The work in this standard will be carried out with limited or no supervision, within enterprise guidelines.

Element		Performance Criteria	
1	Determine scope	1.1	Scope of the business plan and associated systems is determined in consultation with key and specialist personnel .
		1.2	Accurate information is accessed to inform business plan development.
		1.3	Trends and seasonal variations are accounted for and incorporated into the business plan.
		1.4	Strategic goals, targets and directions of the enterprise are accounted for in the development of the business plan.
		1.5	Legal obligations are understood and complied with in developing the business plan.
2	Prepare business plan	2.1	Operational goals and targets that enhance opportunities to meet the enterprise strategic plan are developed.
		2.2	Supply chains are identified and incorporated into the business plan.
		2.3	Risk management needs are identified and addressed within the business plan.
		2.4	Trial systems are incorporated in order to test budgetary impact and operational potential prior to full implementation of the business plan.

		2.5	Indicators of operational performance are clear and measurable and allow for realistic analysis of performance.
3	Document and review business plan	3.1	Fiscal and operational systems that enhance performance management and suit enterprise requirements are included.
		3.2	Resource considerations are incorporated into the business plan.
		3.3	Business Plan is accurately documented and clearly communicated to all relevant parties .
		3.4	Performance against the business plan is monitored to identify strengths, weaknesses and areas for improvement.
		3.5	Recommendations to improve the business plan and associated systems are made as required.

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.

Which key personnel might be consulted?	Other family members, partners, providers of finance, managers, staff, clients or suppliers may be consulted.
Which specialist personnel might need to be consulted?	Accountants, solicitors, tax agents; regulatory bodies and government authorities; and trade, professional or industry associations might need to be consulted.
What sort of accurate data may be accessed?	Previous business plans, business plan exemplars, equity evaluations, capital return analyses, enterprise gross margins, net present values, internal rates of return, cash flow estimates, profit and loss estimations, sales and product analysis, market information and trends, expense records, previous account records, taxation records, and annual and quarterly returns.
Where might data be accessed from?	Sources may be internal or external to the enterprise.

What trends and seasonal variations might need to be considered?	Markets, consumer trends, technological changes affecting production and sales, climatic conditions, weed, pest and disease outbreaks, water supply, resource and input availability, fluctuations in quantity and quality of crops and livestock quality could all be considered.
Where might relevant strategic goals, targets and directions be sourced from?	May be sourced from existing or complementary strategic plans or related consultations in business/strategic plan development.
What legal obligations might need to be understood and complied with?	State/Territory and Commonwealth taxation law, company and securities legislation and possibly legislation regarding wills and inheritance in regards to succession planning might need to be considered.
What might be covered by operational goals and targets ?	Goals and targets may be short, medium or long term and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems. Operational goals and targets may link directly to the enterprise strategic plan and also to OHS, environment, quality and customer/market satisfaction key result areas.
What is included within a supply chain ?	Supply chains relate to the network of facilities that procure raw materials, transform them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system. It covers procurement production and distribution. Supply chains should be viewed as being interlinked as opposed to being discrete units and therefore any analysis should take account of the inter-connectivity within the supply chain.

What risk management needs might there be?	Compulsory formal insurance (third party, workers compensation, public liability, occupational superannuation), personal accident and sickness insurance, and compulsory superannuation need to be considered. The need for formal insurance cover on assets if loss cannot be reduced to an acceptable level through management practices, needs to be addressed. Assessing whether losses without insurance would be too financially great for enterprise to bear is also a consideration. Other areas of risk that need to be considered are market risk, production risk, resource risk, financial risk, personal risk and management risk. Environmental/climactic and OHS concerns also need to be considered, as do resource peaks and troughs.
What trial systems might be utilised?	Trial profit and loss statements, trial budgets, trial cash flow projections and reporting and operational systems.
What indicators of operational performance might there be?	May relate to a range of key result areas both operational and tactical including: OHS, environment, product quality, employee performance and satisfaction levels, customer/market satisfaction levels, market and product expansion, acquisitions and expansion projections, yields and efficiency expectations, cash flow and profit and loss statements, and production and delivery timelines.
What needs to be considered when introducing fiscal and operational systems ?	Systems need to be implemented and phased to take account of enterprise production cycles and financial reporting considerations.
What resource considerations might need to be considered?	Human, raw and processed materials, water, land, financial, plant and equipment, time and technological resources may be need to be addressed.
What relevant parties may need to be informed?	Key and specialist personnel.
How might performance be monitored ?	By checking against key performance indicators and measuring inputs, throughputs and outputs using reliable and standardised measures incorporated into the business plan.

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 and review a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. It also requires competence in specifying key performance targets, assessing the relevance of the business plan, and trial systems. The business plan also needs to be documented and reviewed.

The skills and knowledge required to develop and review a business plan must be **transferable** to a different work environment. For example, if competence is demonstrated in developing a business plan for a small enterprise, it must also be evident in reviewing a business plan in medium or large enterprise environment.

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:

- budgeting
 - forecasting
 - operational systems
 - relevant industrial awards and agreements
 - communication techniques
 - logical and analytic methods
 - profit and loss and cash flow systems
 - working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise
 - capital investment analysis.
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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:

- set realistic goals
- operate manual and/or electronic commercial systems
- consider and evaluate alternatives
- document and communicate plans
- design performance criteria, and operational and tactical plans that are incorporated into a business plan
- analyse information and results
- identify and design risk management and mitigation strategies
- identify and design appropriate operational plans.

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?	In discussing and formulating the business plan in consultation with key and specialist personnel.
2. How can information be collected, analysed and organised (3) ?	In gathering information for the business plan and in reviewing targets and business plan operation.
3. How are activities planned and organised (3) ?	In developing the business plan and reviewing and redesigning the system.
4. How can team work (3) be applied?	In consulting with key and specialist personnel in trialling systems, and reviewing operational and business plan.

5. How can the use of mathematical ideas and techniques (2) be applied?	To evaluate data and results and to ensure appropriate measurement systems are in place.
6. How can problem-solving skills (3) be applied?	To improve existing systems, to solve communication barriers and to achieve targets and objectives.
7. How can the use of technology (2) be applied?	To improve systems performance and to calculate targets and collate data and budget forecasts.

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**.

RTE5903A Plan, implement and review a quality assurance program

This competency standard covers the process of planning, implementing and reviewing a quality assurance program for an agricultural or horticultural enterprise. It requires the ability to determine quality assurance objectives for the enterprise, plan the quality assurance program, develop implementation strategies, implement the quality assurance program, and review the quality assurance program. Planning, implementing and reviewing a quality assurance program requires a knowledge of market projections and customer requirements, cost/benefit of quality assurance implementation, system analysis, enterprise culture and values, leadership and administrative skills, human resource induction and performance monitoring practices.

Element	Performance Criteria
1 Determine quality assurance objectives for the enterprise	1.1 Future market requirements for quality assured products are assessed. 1.2 Premiums for quality assurance products are determined. 1.3 Strategic benefits of a quality assurance program are assessed.
2 Plan the quality assurance program and develop implementation strategies	2.1 Product quality standards are defined. 2.2 Current status of products and operations is audited. 2.3 Industry quality assurance programs are evaluated and costed. 2.4 Required processes and practices are documented in the quality assurance program manual and an implementation plan is prepared.
3 Implement the quality assurance program	3.1 Instructions are documented defining task and process requirements. 3.2 Contractor and staff training is established and implemented. 3.3 Communication takes account of social, cultural and ethnic backgrounds. 3.4 Changes to processes and practices are introduced. 3.5 Processes to monitor and verify product quality are established.

		3.6	Recording systems are introduced.
		3.7	Operating instructions are validated under conditions to verify their suitability.
		3.8	Problems and issues are analysed and resolved appropriately, promptly and decisively.
4	Review the quality assurance program	4.1	Reporting formats are established.
		4.2	Mechanisms for gaining feedback information are implemented.
		4.3	Preparation is made for quality assurance audits.

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 future market requirements may be relevant to this competency standard?	The assessment of market requirements for quality products should include trends and directions from regional, domestic and overseas markets.
What industry quality assurance programs can be included?	Industry quality assurance programs will include programs developed by a range of entities including industry organisations and marketing authorities, processors, wholesalers/retailers and other stakeholders. Relevant programs include Cattlecare, Flockcare, Freshcare, Graincare and Proven Perfect.
What communication may be relevant to this competency standard?	Communication will be through a range of strategies relevant to the workplace and will include workplace meetings, signage, memoranda, newsletters and interviews.
Which processes and practices are relevant?	All processes and practices impacting on the quality of product produced will be relevant.
What recording systems may be included?	Recording systems will be effective in meeting the quality assurance arrangements established and relevant to the enterprise. They may be computer or non-computer based.
What conditions could be relevant to this competency standard?	Validation should be conducted under the full range of workplace operating conditions and cover variations in work throughput, personnel involved and environmental parameters.

What reporting formats can be used?	Reporting formats will be the responsibility of the enterprise consistent with the quality assurance objectives.
What mechanisms for gaining feedback may be relevant to this competency standard?	Feedback will be sourced from customers/purchasers, internal stakeholders, suppliers and other service providers.
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, implementing and reviewing a quality assurance program requires evidence that quality assurance programs have been successfully and appropriately established and managed in an agricultural or horticultural enterprise. The skills and knowledge required to plan, implement and review a quality assurance program must be **transferable** to a range of work environments and contexts. For example, this could include different rural enterprises and commodity areas.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • market projections and customer requirements • cost/benefit of quality assurance implementation • system analysis, HAACCP or related processes • enterprise culture and values • leadership and administrative skills • human resources induction practices • human resources performance monitoring practices.
What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</p> <ul style="list-style-type: none"> • determine quality assurance objectives for the enterprise • plan the quality assurance program and develop implementation strategies • implement the quality assurance program • review the quality assurance 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?	Through interaction with staff and financial service providers.
2. How can information be collected, analysed and organised (3) ?	Through analysis of enterprise business records and characteristics.
3. How are activities planned and organised (3) ?	According to industry best practice and codes of practice.
4. How can team work (3) be applied?	In implementing quality assurance practices in the enterprise.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through calculations associated with business record keeping systems and data analysis.
6. How can problem-solving skills (3) be applied?	Through the review and assessment of quality assurance program.
7. How can the use of technology (3) be applied?	In maintenance of records and use of computer software applications.

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**.

RTE5906A Monitor and review business performance

This competency standard covers the functions associated with identifying and reviewing the business performance of a rural enterprise.

It requires analysing and assessing market conditions and business data to determine the suitability of the business operational structures and the overall potential of the business. It requires an awareness of economic and accounting analysis methods. This work would be undertaken independently, and in some circumstances under broad supervision.

Element		Performance Criteria	
1	Evaluate commercial performance	1.1	Data relating to enterprise performance is gathered and analysed to identify historical and current performance.
		1.2	Operational structures are reviewed and analysed to determine the suitability of organisational processes to enterprise objectives.
		1.3	Enterprise strengths and weaknesses are evaluated against market conditions to determine current and future capacities.
		1.4	Enterprise objectives are evaluated to identify variations and scope for future development.
2	Allocate and co-ordinate business resources	2.1	Roles and responsibilities of personnel are identified and communicated.
		2.2	Resource requirements for enterprise are identified and costed using standard financial analysis techniques .
		2.3	Costs of ensuring sustainability of enterprise operations are calculated and factored into business planning for the enterprise.
3	Identify performance requirements	3.1	Performance indicators are developed and are realistic within available timeframes and resources.
		3.2	Factors inhibiting performance against objectives are identified and minimised.

		3.3	Market conditions are monitored and assessed based on relevant data and assumptions that are transferable and justifiable.
		3.4	Strategies and programs to promote the sustainability of operations are prepared and incorporated into enterprise procedures.
4	Review business performance	4.1	Enterprise operations are regularly reviewed to identify opportunities for improvements in performance.
		4.2	Impact of natural conditions on enterprise are monitored and anticipated to assess sustainability of resource use.
		4.3	Costs and estimates are compared with resource allocation.
		4.4	Operational plans are reviewed to determine schedule of activities.

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 data may be gathered and analysed?	Sales data, expected revenues, expenditures, attributable costs, market share figures, trends in consumer purchases, borrowing costs, transport costs and delivery times.
What types of enterprise may be applicable to this standard?	Meat production, dairy sheep, wool production, studs, commercial bulls, export beef, vealer production, feedlot, local beef, store production, mohair, cashmere, cashgora, meat production (including capretto), dairy goat, and studs. Other enterprises may include those engaged in floriculture, production horticulture, cropping, landscaping and wholesale nurseries.
What historical information may be included for enterprise performance analysis?	Rainfall, fertiliser, stocking rates, livestock health records, pasture improvement history, soil tests, maintenance records, financial, enterprise plans and enterprise production records.

What operational structures may be included for review and analysis?	Management process, reporting arrangements, decision-making authorities, financial accounting procedures, promotional activities, and operational resources.
What enterprise strengths and weaknesses may be evaluated?	Recording systems, work practices, attitudes to risk, market profile, debt to equity ratios, asset values, and productivity.
What market conditions may be included for analysis?	Product and service demand, availability of funds, cost of financing, supplier costs, delivery constraints, availability of substitutes and competitors.
What standard financial analysis techniques may be applied?	Cost benefit analysis, 'what if' analyses, time series and trend, expenditure and revenue ratios, break-even analysis, accounting standards and cash flow schedules.
How might a sustainable enterprise be determined?	Sustainable enterprises are economically viable enterprises that may be operated for an indefinite period without degrading natural resources.
What performance indicators may be developed?	Sales targets, revenue estimates, waste reduction, erosion replacement and reversal, environmental sustainability, variable cost ratios, investment returns, and diversification.
What impact of natural conditions may be monitored and anticipated?	Rainfall, soil erosion patterns, salinity, weather patterns (frost, fog), geographical aspect (sun), native vegetation, windbreaks, distance, natural pasture, water supply, and topography.
What sustainable resource practices may be considered by the enterprise?	For example, where applicable, the use of livestock as a part of overall land management, and the integration of a livestock enterprise with other livestock or crop enterprises.
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 to select the type of enterprise requires evidence that the candidate can research, collate and manipulate business data in order to develop and present an image of the operations of rural businesses. Evidence must be demonstrated in forecasting and estimating resource use and determining opportunity costs. The candidate must be able to identify and track the effects of natural conditions on economic performance. The skills and knowledge required must be **transferable** to a different work environment. For example, the capacity to review performance indicators in this context will support the ability to identify performance indicators in other contexts, e.g. in evaluating the success of a marketing plan.

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:

- rates of return for products and/or services
 - financial analysis techniques
 - structure and operation of small businesses
 - relevant State/Territory OHS legislative requirements
 - environmental conditions, positive environmental practices and negative impact minimisation measures
 - human resource requirements for the enterprise
 - transport requirements for the enterprise
 - enterprise/property improvement requirements.
- In addition, where applicable to the activities of the enterprise:
- market performance in commodities
 - statutory marketing requirements
 - regulations related to exports of Australian agricultural products
 - animal husbandry.
-

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 market requirements
 - match the enterprise to resources
 - set enterprise objectives and make financial and economic determinations
 - monitor and manage resources (human, physical, environmental)
 - evaluate land capability and natural resources (where applicable to the enterprise)
 - research, analyse and evaluate enterprise information and requirements
 - communicate orally to present information to and negotiate with management or clients
 - document plans and write reports
 - calculate and forecast financial and economic data.
-

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 enterprises performance may need to be explained to other persons. |
| 2. How can information be collected, analysed and organised (3) ? | Data used to evaluate the enterprises performance may need to be collated and recorded for analysis and organised in reports. |
| 3. How are activities planned and organised (3) ? | Specific analyses may need to be scheduled in tandem with related activities, e.g. raising of equity may commence at the same time as the performance evaluation. |
| 4. How can team work (3) be applied? | The assessment of the enterprise may need input and advice from others. |
-

5. How can the use of mathematical ideas and techniques (3) be applied?	Estimation techniques may be necessary to determine returns expected from sales.
6. How can problem-solving skills (3) be applied?	Problems may arise that need to be addressed through adjustments to resources or timetables.
7. How can the use of technology (3) be applied?	Technology may be used to monitor and to record and distribute the benefits.

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**.

RTE5912A Plan and monitor production processes

This competency standard covers the process of planning for production, and then monitoring the implementation of that plan. It includes the need to act in an environmentally aware manner, while at the same time maximising the production capacity of the organisation. It requires the need to analyse and extract information from a broad range of sources, and to comply with a variety of legislative and regulatory requirements.

Planning and monitoring production processes is likely to be undertaken alone or under broad guidance. Responsibility for the planning and management of the work of others may be involved. Planning and monitoring production processes requires extensive knowledge in some areas such as sustainable land use principles and practices, and a range of technical and other skills such as planning, and cost benefit analysis.

Element

Performance Criteria

1	Determine production process requirements	1.1	Information regarding the characteristics of products being grown or refined/manufactured and their respective market requirements is accessed.
		1.2	Characteristics of the land under production and the quality and amount of existing infrastructure are confirmed from colleagues and other planning processes.
		1.3	Historical data , including recent data from organisational records is identified and accessed for input to production planning.
		1.4	Information regarding other organisational planning processes and potential for improvements or innovations is collected and used to inform production planning.
		1.5	Requirements of the organisation are taken into consideration during analysis.

		1.6	Production processes required to efficiently achieve the targeted production requirements in line with organisational policies are identified and compared with those that currently exist.
		1.7	Details regarding production planning are used as input to other organisational planning processes.
2	Determine monitoring requirements and systems	2.1	Production targets for each enterprise and each product, crop, herd, or flock are established from the range of organisational management and strategic plans.
		2.2	Scheduling for production processes is determined taking varying organisational factors into consideration.
		2.3	Environmental and waste management controls are established and specifically included in the production plan.
		2.4	Monitoring points and performance indicators for the production process are established using target, environmental management and scheduling information.
		2.5	Prepared risk management strategies are put into place and acted upon when necessary.
		2.6	A plan is prepared that documents the decisions taken, the assessments made, the targets established, and any specific issues that relate to environmental and OHS risks.
3	Monitor/evaluate effectiveness of production processes	3.1	Checks are made to ensure that the performance indicators, targets, and specifications are being met and amendments to the process are made where necessary.
		3.2	The effectiveness of the production processes is evaluated at key points and adjustments are made as necessary.

		3.3	Environmental impacts and OHS hazards relating to production processes are identified, monitored and assessed throughout the production cycle.
		3.4	Modifications are made to the production process when made necessary by shifting priorities and results.
		3.5	Data , observations and documentation from the production process are analysed against the plan according to organisation guidelines.
4	Record and manage information	4.1	Recommendations for future plans are prepared based on the analysis of the data.
		4.2	A report is prepared that documents the plans implementation according to the organisations requirements and guidelines.
		4.3	Records and documentation are created, maintained and kept as described in the production plan, the OHS requirements, and machinery and equipment management programs.
		4.4	The recordkeeping system that is used ensures that required information is available, accessible, meaningful and useful.

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 characteristic of the products might be accessed?	If it is an annual or perennial product, experimental product, yield, financial return, frequency of rotation, harvesting requirements, prevalence of pests and disease, pest and disease control.
To what does the term “ products ” refer?	To the crops, stock and/or products under production or refinement/manufacture in the organisation.

What characteristics of the land under production should be accessed?	Accessibility, topography, moisture content, pH levels, nutrient levels, salinity, erosion, drainage, land use history, germination rates, and pest and disease prevalence.
What infrastructure might be in place?	In addition to equipment, machinery and vehicles, the organisations infrastructure may include buildings, sheds, shelters, stock yards, stock handling structures, fences, water supply systems, roads, tracks, soil conservation works, irrigation and drainage channels, silage pits and/or grain and fodder storage, dams, monitoring systems, and information technology systems.
What historical data might be assessed in the planning process?	Crop/stock history, disease and pest history, previous yield data, pesticide use, weather patterns, market information, existence and suitability of previous infrastructure, and financial returns.
What other organisational planning processes might provide input to infrastructure planning?	Activities such as land-use, production systems, production process and strategic planning processes.
What kind of innovations might be researched and implemented?	Equipment, machinery, materials, practices, and systems – including those relating to environmental, OHS, and animal welfare practices and/or related equipment might be researched and implemented.
What requirements might the organisation have in relation to production processes?	Requirements may relate to the preferred approach/policy in regard to animal welfare, environmental management, waste management, and OHS. Legislation and regulation may also impact on, or restrict, production.
What does the production process include?	The production process includes the resources, personnel, methodology, and any interactions between them.
What organisational factors might vary from one production cycle to the next?	Factors such as the calendar of operations for each enterprise production cycle, and seasonal, geographic, resourcing and product factors.
What environmental and waste management requirements should be considered?	Construction activity, as well as the improvement itself, might put the local environment at risk of off-site contamination such as the fouling of surface or ground water bodies with solid material, and/or nutrients, including acid discharges from

	acid sulfate soils. Any change to the natural lie of the land may affect run-off and drainage to increase erosion or the acidity of the soil, and the way in which effluent is managed to pollute surface and underground catchments. Removal of vegetation and ground cover may affect wind or water erosion and/or an increase in salinity.
How might performance indicators be established?	By examining historical records of production and environmental indicators and data for similar organisations.
What risk management strategies may be put in place?	A variety of strategies may be used which may involve insurance policies, diversified investment, training and development programs, vital records strategies, or recruitment programs.
What information will be included in the plan ?	It may include the type, format, frequency and detail of any reporting required by both manager(s) and operators.
What actions could be taken to eliminate or minimise OHS risk?	<p>The range of actions are both systemic and at an operational level. These are listed below:</p> <p><i>Systems</i> should be in place to ensure the safe operation and maintenance of machinery and equipment. Precautions should also be in place to minimise exposure to noise and organic and other dusts. Systems and procedures for handling and storing product, as well as working with and around electricity should also be in place.</p> <p><i>Fixtures</i> should be in place in all silos and storage sheds including appropriate access ladders, hand rails and ladder cages.</p> <p><i>Personal protective equipment</i> should be selected, used and maintained.</p> <p><i>Environmental</i> conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire and silo collapse.</p> <p><i>Procedures</i> should be in place and used for working with and operating machinery and equipment, including exposed moving parts, noise, transporting and storing hazardous substances (such as pesticides), working within confined spaces, moving vehicles and working at height.</p>

	<i>Record keeping</i> should ensure that requirements in relation to properly observing and using product labels and MSDS's, instruction manuals and written organisational procedures.
How might the effectiveness of the plan be evaluated?	By determining if performance indicators and production targets are being met.
When might modifications need to be made to the production plan?	Situations and priorities can change as a result of environmental, OHS, animal welfare, resourcing, and marketplace reasons
What data might be analysed against the production plan?	Information pertaining to costs, production levels, labour and overhead inputs, environmental and OHS data.
What would be included in the report ?	Issues and details such as any difficulties or issues faced, the methods used for treatment, impacts on environmental and OHS, any recommendations for future plans, results, costs, and any available data analysis.
What record keeping systems might be used?	These may include the storage devices, the procedures, operators who enter and update the data, and guidelines and policy for the maintenance and migration of data.
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 and monitoring production processes requires evidence that the production plan includes appropriate and effective guidelines in relation to environmental and waste management and OHS, and sets in place organisational efficiencies that will meet stated targets.

The skills and knowledge required for planning and monitoring production processes must be **transferable** to a different work environment. For example, across a range of product types and organisation sizes.

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 and codes of practice available to the organisation
- relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use
- sound management practices and processes to minimise noise, odours and debris from production processes
- sustainable land use principles and practices applicable in the region
- relevant legislation and regulations, such as those relating to soil and water degradation issues, animal health and welfare, and chemical use.

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 monitored information on production processes
 - interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions and workshops
 - identify, build and use network and support groups
 - prepare written plans and procedures for implementation by others
 - observe, identify and react appropriately to environmental implications and OHS hazards
 - assess, then adopt profitable innovations
 - set yield targets and objectives and estimate timelines
 - prepare enterprise budgets and calculate financial returns
 - converse and liaise with industry contacts, colleagues and family regarding the land/farm based business
 - write reports to be understood by all levels of the organisation
 - communicating detailed and complex information in written and oral form with people both inside and outside the organisation.
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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?	By preparing production plans that will be implemented by other people.
2. How can information be collected, analysed and organised (3) ?	Using the variety of sources available for input to decision-making.
3. How are activities planned and organised (3) ?	In developing plans and directions for the production of animals, crops and/or products.
4. How can team work (2) be applied?	In working with colleagues during input to the range of other planning processes.
5. How can the use of mathematical ideas and techniques (2) be applied?	In calculating production targets and comparing the costs and profitability of different processes.
6. How can problem-solving skills (2) be applied?	In recognising where and when amendment is required to plans.
7. How can the use of technology (2) be applied?	In operating any necessary equipment prior to and during production – communication technology, calculating equipment, measuring equipment, and word processing/spreadsheets software.

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.

Element	Performance Criteria
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 wholesalers, retailers, exporters, local, national and/or international customers, and private and public 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.
What market environment features may be assessed?	Market environment may include consumer trends, harvesting, handling and marketing methods, export opportunities, trade policies and seasonal influences.
What marketing options may be relevant to this standard	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.
What information may be included in a marketing plan ?	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.
What range of business plan objectives may be identified?	This may include sales volumes, market shares, turnover of stock and materials, increasing per capita returns, profits and higher dollar returns.
What types of objective assessment processes may be used?	This may include a review of existing sales data, cost-benefit analysis, break-even analysis, growth projection and asset valuation.
What measurable performance targets may be developed?	This may include price achieved, quantity sold, market demand, quality of product delivered and post-sale feedback.

What distribution channels may be used?	This may include sponsorship, direct marketing, point of sale promotions, newspaper, radio, multi-media (Internet) and television industry publications.
What enterprise requirements may apply to this standard?	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.
What types of market changes may be applicable to this standard?	This may include consumer trends, harvesting, handling and marketing methods, export opportunities, trade cycles, trade policies, and seasonal 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 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.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• price risk management• performance evaluation measures• competitors strengths and weaknesses• business planning process• customer relations policies• market conditions and forces• enterprise goals, objectives and directions
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- markets and market analysis
- communication and promotion skills
- marketing principles and practice
- principles of trend analysis.

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**.

RTE6301A Analyse machinery options

This competency standard covers the analysis of machinery options within an agricultural, horticultural or land management enterprise. It requires the ability to calculate costs associated with machinery, review machinery requirements and analyse returns from major capital investments in machinery. Analysing machinery options requires knowledge of benchmarking practices and procedures, capital budgeting techniques, relevant taxation provisions relating to investment, risks associated with investments, and analysis and planning processes.

Element	Performance Criteria
1 Calculate costs associated with machinery and use to assist decision making	1.1 Overhead, operating and intangible costs related to machinery are calculated. 1.2 Relevant benchmark data that relates machinery costs to enterprise productivity is sourced and compared to own enterprise data.
2. Review machinery requirements	2.1 Machinery inventory is reviewed in the context of the goals of the business, and current and future productivity and profitability levels. 2.2 Alternatives to ownership are identified, costed and evaluated . 2.3 Broad plan for the replacement of machinery is prepared and implemented according to the property context .
3 Analyse returns from major capital investments in machinery	3.1 Capital budgeting techniques are used to identify the rate of return on major investment decisions. 3.2 Tax impact of the capital investment is identified through appropriate professional support. 3.3 Risks associated with high capital investment in machinery are identified and addressed when making machinery decisions.

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 alternatives to ownership may be relevant to this competency standard?	Alternatives may include contracting, share agreements/syndication, and machinery rings.
How may alternatives to ownership be evaluated ?	The criteria for evaluating alternatives may include the annual operating costs, availability of machinery for time-critical operations, and availability of appropriate partners for syndicated machinery.
What property contexts may be relevant to this competency standard?	Contextual issues that may impact on machinery replacement plans include changes in circumstance related to debt/equity, business and personal goals, scale of operation, and alternative opportunities for capital investment.
What may be included under capital budgeting techniques	Capital budgeting will specifically examine the future cash flows resulting from the purchase of machinery and the returns to be made on the investment. Techniques such as the calculation of net present values and internal rate of return will be appropriate. Decision-making for major investments will often involve accountants/consultants as appropriate.
What risks may be associated with high capital investment?	Risks will be related to the ability to service debt, and may result from seasonal conditions, broad economic factors, market prices and other factors.

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 analysing machinery options requires evidence that machinery options have been appropriately costed and considered as part of enterprise management. The skills and knowledge required to analyse machinery options must be **transferable** to a

range of work environments and contexts. For example, this could include different machinery, enterprises, environments and operational policies 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 unit are listed below:

- benchmarking practices and procedures
- capital budgeting techniques
- relevant taxation provisions relating to investment
- risks associated with investments
- analysis and planning 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:

- calculate costs associated with machinery and use to assist decision-making
- review machinery requirement
- analyse returns from major capital investments in machinery.

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?

Through recording keeping in machinery inventory.

2. How can **information be collected, analysed and organised (3)**?

By sourcing of relevant benchmark data and other relevant information.

3. How are **activities planned and organised (3)**?

Through comparisons with relevant benchmark data that relates machinery costs to enterprise.

4. How can team work (3) be applied?	Through consultation with stakeholders in analysis of options and development of management strategies.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through calculation of costs associated with machinery.
6. How can problem-solving skills (3) be applied?	Through review and analysis of options and variables affecting machinery costs and usage.
7. How can the use of technology (3) be applied?	Through use of computers 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**.

RTE6501A Manage the production system

This competency standard covers the process integrating the plans for each sector of the organisation with the strategic plan, developing risk management strategies, and analysing the organisations performance in terms of sustainability and profitability. It includes the need to understand and build sustainable management of the business and of the land into the overall management plans. It requires the need to analyse and extract information from a broad range of sources, and to comply with a variety of legislative and regulatory requirements.

Managing the production system is likely to be undertaken alone or in concert with other managers in the organisation. Managing the production system requires extensive knowledge in some areas such as sustainable land use principles and practices, and in business analysis and planning.

Element	Performance Criteria
1 Integrate plans for different sectors of the enterprise	1.1 Strategic, production, infrastructure and land management plans are examined to identify interactions between different sectors of the enterprise.
	1.2 Types of interactions and their impacts on resources and production system performance over time, are determined.
	1.3 Beneficial interactions are assessed and any potential additional benefits are identified for further improvements to the systems efficiency.
	1.4 Detrimental interactions are assessed and the production system is adjusted to minimise potential losses.
	1.5 Information on available innovations for potential use in the organisation is accessed and discussed with colleagues and integrated with operational plans.
2 Develop and implement risk management strategies	2.1 The business is analysed to identify its strengths and weaknesses as well as any threats to, or opportunities to improve , the organisations sustainability and/or profitability.

	2.2	Potential results of threats are considered in terms of natural resources, business assets and infrastructure.
	2.3	Preventative and reactive contingency plans are developed to minimise threats and maximise opportunities.
	2.4	Contingency plans aim to ensure business stability and profitability, while protecting and preserving natural resources and business assets.
3	Analyse the overall performance of the production system	
	3.1	Whole-business physical and financial analyses are undertaken to determine the long-term sustainability and profitability of the production system.
	3.2	Results of analyses are prepared and discussed with colleagues for input to future planning processes.

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 may be meant by enterprise sectors ?	Sectors may include various forms of productions carried on by the enterprise, such as livestock or cropping and also different functional areas of the enterprise such as human resource management and infrastructure.
What interactions between enterprises may be identified?	Interactions will include those with are complementary, supplementary, competitive, and/or have a by-product or joint-product relationship.
What resources may be impacted by interactions between the enterprises?	They include land resources such as soil, water and natural vegetation, as well as improvements to land such as soil and water conservation works, trees, shrubs and improved plant species, land forming, irrigation and drainage structures, laneways, roads and tracks, and all structures.

What might be encompassed in the production system ?	The product, the production processes, the infrastructure and the land resource of each enterprise within the business, as well as the interactions and relationships between them.
What kind of innovations might be considered for use in the organisation?	Innovations to equipment, machinery, materials, practices, and systems – including those relating to environmental, OHS, and animal welfare practices and/or related equipment.
What innovations might be considered?	Those that relate to improved ways of working, new systems, new machinery and equipment, and/or new materials.
How might any threats to, or opportunities to improve , sustainability arise for the business?	They may arise from fluctuations in weather conditions, production processes, and market conditions.
What aspects of sustainability might be threatened?	The sustainability of both the business and the resources.
What preventative and reactive contingency plans might be put in place?	They might include preventative measures such as considering and adjusting the resourcing, investment or product balance for the business, or putting systems in place for unplanned events – e.g. insurance programs, emergency management plans.
Where might areas of risk be, and how might contingency plans mitigate them?	Risks may present in areas such as the market, production, resourcing, financing, management and personal risks. Strategies such as insurance policies, diversified investment, training and development programs, vital records strategies, or recruitment programs could mitigate such risks.
What financial data might be analysed?	Data relating to cash flow, profit, debt history, equity, gross margin, cost of production, target prices, and net worth figures.
Who are the colleagues with whom issues will be discussed?	They might be family members, fellow managers, employees, professional advisors, partners, allies, mentors, or people in businesses with similar issues.
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 the production system requires evidence that all aspects of the operational plans are integrated to gain economic efficiencies, and that the performance of the production system is analysed and assessed against appropriate profitability figures.

The skills and knowledge required to manage the production system must be **transferable** to a different work environment. For example, across a range of product types and organisation sizes.

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:
- marketplace in which the organisation operates
- property planning, financial management and enterprise budgeting systems and procedures
- relevant State/Territory legislation, regulations and codes of practice with regard to OHS and the use and control of hazardous substances
- methods of measuring and implementing business and environmental sustainability
- financial analysis tools and techniques for land based businesses
- sources of information to assist in analysis of operational plans, resourcing and financial analysis
- monitoring strategies for a range of operational plans
- the value and methods of risk assessment.

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:

- integrate plans for different enterprises into sustainable land management and production systems
- interpret historical data in relation to production,

finances, environmental issues, staffing and land use

- recognise potential opportunities to use or install more environmentally efficient systems or equipment
- assess, then adopt profitable innovations
- interpret, analyse and extract information from a range of sources such as professional literature, legal documents, discussions and workshops
- assess financial strategies and prepare budgets
- prepare enterprise budgets and calculate financial returns
- converse and liaise with industry contacts, colleagues and family regarding the land/farm based business
- write reports to be understood by all levels of the organisation
- communicating detailed and complex information in written and oral form with people both inside and outside the organisation.

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?	In sharing, analysing and discussing information about research and innovations with a range of colleagues and researchers.
2. How can information be collected, analysed and organised (3) ?	In using a variety of available sources and information for input to business analyses.
3. How are activities planned and organised (3) ?	In preparing comprehensive contingency plans for the organisation.
4. How can team work (3) be	In working with colleagues and employees to

applied?	provide and gain information on research needs and innovations.
5. How can the use of mathematical ideas and techniques (3) be applied?	In conducting business analyses including the input of data from production, financial and performance figures.
6. How can problem-solving skills (3) be applied?	When considering how to maximise beneficial interactions between business enterprises.
7. How can the use of technology (2) be applied?	In operating equipment necessary for analysis and communication – communication technology, calculating equipment, word processing and spreadsheeting software, and specialist financial/accounting software.

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**.

RTE6503A Design and conduct a field-based research trial

This competency standard covers the process of designing and conducting field-based research trials as part of an agricultural, horticultural or land management enterprise, and reporting outcomes and conclusions based on appropriate evidence and reasoned arguments.

Responsibility for the planning and management of the work of others may be required. Trialing is usually performed within policy guidelines and procedures where discretion and judgement are required in the selection of technology, work organisation, and the achievement of outcomes within time and budgetary constraints.

Element	Performance Criteria
1 Design the trial	<div data-bbox="758 882 1378 1167">1.1 Problems and/or opportunities that support undertaking a trial are identified and the trial subject and projected outcomes are defined according to enterprise guidelines, market research, client requirements, cost analysis and cost benefits to the enterprise.</div> <div data-bbox="758 1189 1378 1391">1.2 Research into available evidence is undertaken to establish the performance criteria of the subject, product or treatment to be trialed and the trial design.</div> <div data-bbox="758 1413 1378 1570">1.3 Trial sites are located according to trial design requirements and enterprise capabilities, and site factors are identified and incorporated into the trial design.</div> <div data-bbox="758 1592 1378 1704">1.4 Approvals and/or permits required to conduct the trial are identified and obtained.</div> <div data-bbox="758 1727 1378 2016">1.5 Data collection and recording specifications are established according to the trial design, and proper conventions and controls are followed to satisfy statistical audit requirements and eliminate variables according to sound clinical practice.</div>

2	Prepare to conduct the trial	2.1	OHS hazards associated with the implementation of the trial are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the trial design.
		2.2	Environmental implications associated with implementation of the trial are identified and documented in the trial design.
		2.3	Materials, tools, equipment and machinery required for the trial are identified, costed, and availability confirmed with suppliers, contractors and appropriate personnel.
		2.4	Trial sites are established and prepared for implementation of the trial according to the specifications of the trial design.
		2.5	Detailed trial site plans, trial specifications and trial procedures are documented clearly and comprehensively in the trial design.
3	Conduct the trial	3.1	Staged data collection is undertaken throughout the course of the trial according to the specifications of the trial design.
		3.2	Trial implementation is monitored for accuracy, compliance to the trial design and out-of-specification procedures or events.
		3.3	All monitoring and trial data is recorded faithfully, promptly and accurately according to the specifications of the trial design.
4	Assess practical application of trial outcomes	4.1	Statistical auditing is undertaken for the trial outcomes, and proper conventions and controls are followed to eliminate variables according to sound clinical practice.
		4.2	Conclusions are drawn from relevant information and are based on appropriate evidence and reasoned arguments.

- 4.3 **Trial outcomes** are assessed for practical application, based on conclusions drawn from the trial and according to enterprise guidelines and industry best practice.

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 problems and/or opportunities associated with a plant, product or treatment may support undertaking a trial?	Problems and/or opportunities may include cost efficiency, end use, new plants, products and treatments, environmental problems, tolerance levels, OHS, creative use of old products, genetically modified materials, and the patenting of plants, products and treatments.
What trial subject may be identified?	<p>Trial subjects may include individual animal or plant species or cultivars, specified products, and treatments or applications whose performance or responses are measured in relation to defined performance criteria.</p> <p>Note: The involvement of animals in a research trial may be covered by duty of care provisions in Animal Welfare Acts and codes of practices dealing with animal ethics.</p>
What projected outcomes may be stated prior to the commencement of the trial?	Projected outcomes may include a written statement about the specific outcomes that are expected from the trialing process, and an overall concept of what the trial will achieve in terms of a practical application to enterprise objectives or industry practices.
What available evidence may be relevant to this standard?	Knowledge of trial subjects, related products and treatments, and their uses and performance characteristics may be gained through consultation with team members, senior managers, industry consultants, own knowledge, specific industry, technical and research literature, supplier specifications, catalogues, local historical performance data and industry best practice guidelines.

What performance criteria may be established?	Performance criteria will include the measurable criteria that will be applied to the trial subjects, and against which the measurable data about the response or performance of the trial subject will be collected and compared.
What trial design may be established	The trial design will be in direct relationship to the performance criteria and trial subject and will affect decisions about elements of the trial such as number of applications, season or time of the year for trial implementation, length of trial period, measurable outcomes, and data collection and recording methods.
What trial site factors may be identified?	Site factors will include all micro or macro elements of the growing environment that may affect the interaction between performance criteria and subject, including seasonality, aspect, humidity, shade, sunlight, growing systems, water application, pest and disease vulnerability. Where field trials are undertaken, the site factors of the trial site are identified and managed to minimise inter-site variability invalidating trial outcomes.
What approvals and/or permits may be required to conduct a trial?	These may include approvals to involve animals in trials under animal welfare legislation and codes of practices on bioethics, to use trademarked and patented plants, products or treatments in the trial, to access private, community or government lands as part of the trial, or to conduct trials involving proscribed animal or plant species.
What data collection and recording specifications may be established?	The manner in which data is collected and recorded will relate directly to the trial design and statistical audit guidelines. Comprehensive collection methods that are consistent across replications, accurate and concise will be required (e.g. measurable data collected from replicated turf trial sites may include staged photographic, sampled and measured assessment of wear tolerance, growth density, growth rate, leaf colour, stress tolerance, plant profile and root establishment). Records may include costs, relationship or variables between test plants, plots or sites, trial feasibility and responses to performance criteria.

What elements may be included in the statistical audit of trial results?	The statistical audit of trial results will include a comprehensive analysis of trial outcomes, drawing on all internal and external data collected. A statistical audit may include a weighted comparison of data blocks to minimise the effect of variable inter-site factors, confirming key results, validating the trial processes and key observations, and measuring the statistical significance of trial outcomes and their significance in relation to practical application for the enterprise.
What OHS hazards may be associated with the implementation of the trial?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, air-, soil- and water-borne micro-organisms, chemicals, biological, radioactive or other hazardous substances, sharp hand tools and equipment, manual handling, slippery and uneven surfaces, and moving vehicles, machinery and machinery parts.
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 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 managers.
What environmental implications may be associated with the implementation of trial procedures?	Inappropriate work procedures, waste handling and disposal, and use of inadequate or inappropriate tools, equipment and machinery may produce damaging or nuisance level noise, particulate emissions and overflow of applied chemicals and water into the external natural, built and/or social environments.

What materials, tools, equipment and machinery may be required for the implementation of the plant nutrition program?	Materials may include plant, product and treatment materials, trialling materials, cleaning materials, and monitoring and data recording consumables. Tools, equipment and machinery may include laboratory analytical equipment and/or field test kits, large or small-scale cultivation, planting, maintenance, irrigation, treatment application and harvesting equipment and machinery, and manual or technologically assisted statistical analysis, data collection and record keeping equipment.
How may the trial outcomes be assessed for practical application?	Decisions on whether or not to use the trial outcomes may be based on cost effectiveness, how effectively client requirements are met, responses to the identified problem or opportunity, and statistical validity of the trial.

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 designing and conducting field-based research trials requires evidence that a person is able to plan and conduct trials of plants, products and treatments, analyse outcomes, draw conclusions, and report outcomes and conclusions based on appropriate evidence and reasoned arguments.

The skills and knowledge required to designing and conducting field-based research trials must be **transferable** to a different work environment. For example, this could include different trial subjects, objectives, assessment methods and treatments.

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:

- growth habits, physiological properties and taxonomic specification of animals/plants involved in the trial
- physical and biochemical properties of products involved in the trial
- properties and current, best practice application of treatments involved in the trial
- scientific and mathematical trialling, data collection, processing and analytical techniques and procedures
- auditing and reporting procedures
- the enterprise business and marketing plans
- enterprise work team management guidelines
- bio-ethics (where animals are involved in the trial).

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 enterprise staff, managers, contractors, suppliers and consultants
- research and evaluate information
- calculate the cost and spatial and logistical requirements of components of the trial
- enter, analyse and organise data in a mathematically sound and accurately graphed, charted or tabled representation, consistent with the trial design
- produce written reports on trial outcomes and conclusions based on appropriate evidence and reasoned arguments
- 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.

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| 1. How can communication of ideas and information (3) be applied? | Oral and written communication with enterprise staff, senior management, suppliers, contractors, consultants, government agencies or industry contacts will be required. There is likely to be negotiation between the developer of the trial and senior management to achieve the trial objectives. |
| 2. How can information be collected, analysed and organised (3) ? | Information about trial design, subject and criteria will be obtained through literature research and consultation. Trial design should be organised and presented as trial site plans, statements of projected outcomes, written work procedures, a timeline chart, and schedules for implementation activities. All information generated by the trial should be organised and presented according to enterprise standards and industry best practice. |
| 3. How are activities planned and organised (3) ? | The planning and design process, implementation of the trial and organisation and presentation of outcomes should proceed in a logical, orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The trial design should reflect the activities required to effectively and accurately obtain objective results. |
| 4. How can team work (3) be applied? | The planning, conduct and auditing of the trial will involve working with other members of a team to achieve the trial objectives. |

5. How can the use of mathematical ideas and techniques (3) be applied?	Mathematical concepts will be required to measure quantities, distances and depth, calculate areas, resources, costs, ratios, scales and application rates, and conduct statistical analysis of data from the trial.
6. How can problem-solving skills (3) be applied?	Problems relating to trial design, the variable nature of trial sites, availability of materials, tools, equipment and machinery, costs, environmental issues and monitoring of the trial implementation may arise as the trial proceeds and require remedial action.
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, obtain and analyse data from site evaluation tests, and to produce the trial design, trial analysis and concluding 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**.

RTE6901A Analyse business performance

This competency standard covers the process of analysing business performance for an agricultural or horticultural enterprise. It requires the ability to analyse financial reports, use financial analysis tools, identify profit drivers for the enterprise, and develop strategies for improving business performance. Analysing business performance requires knowledge of financial reports, financial analysis tools, performance benchmarking, issues related to production efficiency and marketing, and SWOT analysis and developing business strategies.

Element		Performance Criteria	
1	Analyse financial reports	1.1	Taxation reports are correctly interpreted and accounts are determined to be true and fair.
		1.2	Management reports generated by the enterprise are reviewed and interpreted.
		1.3	Distribution of profit is determined.
2	Use financial analysis tools	2.1	Gross margins and relevant breakdowns of profit and loss are calculated.
		2.2	Ratios related to production activity, solvency and liquidity, gearing and profitability are calculated.
		2.3	Relevant performance benchmarks are sourced and compared to the enterprise.
		2.4	Trends in production and profitability are identified and analysed.
3	Identify opportunities for increasing profit	3.1	Yield/production potential is assessed and current position determined.
		3.2	Key issues related to production efficiency are identified.
		3.3	Key issues related to market return are identified.
4	Develop strategies for improving business performance	4.1	SWOT approach is used to determine possible strategies for addressing production and marketing issues.
		4.2	Sensitivity analyses are performed to evaluate strategies.

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.

Which financial reports may be relevant to this standard?	Financial reports will include annual taxation reports and reports generated within the business including profit and loss, sales reports, cash flow forecasts, transaction reports and balance sheets.
What management reports may be relevant to this competency standard?	Management reports may be computer or non-computer based and will include non-tax related financial and production reports customised for monitoring the business.
What breakdowns of profit and loss may be relevant to this competency standard?	Relevant breakdowns of profit and loss include EBIT, profit before interest, owners allowance and drawings.
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 analysing business performance requires evidence that an analysis of business performance has been carried out for an enterprise and that sound strategies for improving business performance have been identified. The skills and knowledge required to analyse business performance must be **transferable** to a range of work environments and contexts. For example, this could include different enterprises, rural commodities, and financial and marketing climates.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none"> • financial reports • financial analysis tools
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- performance benchmarking
 - issues related to production efficiency and marketing
 - SWOT analysis and developing business strategies.
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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:

- analyse financial reports
 - use financial analysis tools
 - identify profit drivers for the enterprise
 - develop strategies for improving business performance.
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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.

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| 1. How can communication of ideas and information (3) be applied? | Through record keeping on business performance. |
| 2. How can information be collected, analysed and organised (3) ? | Through interpretation of taxation records, enterprise accounts and management records. |
| 3. How are activities planned and organised (3) ? | By the use of financial tools in undertaking the analysis. |
| 4. How can team work (3) be applied? | Through consultation with other stakeholders in analysing business performance. |
| 5. How can the use of mathematical ideas and techniques (3) be applied? | Through calculations of gross margins. |
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| 6. How can problem-solving skills (3) be applied? | Through use of financial analysis tools. |
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| 7. How can the use of technology (3) be applied? | Through use of compute-based financial software applications. |
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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 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**.

RTE6903A Develop and review a strategic plan

This competency standard covers the process of developing and reviewing a strategic plan.

It requires the application of knowledge and skills to determine the scope and desired business outcomes of the strategic plan. Competency must be demonstrated in preparing a strategic plan, evaluating opportunities, analysing the competitive environment and in documenting, monitoring and reviewing the strategic plan. The objectives of the strategic plan also need to be communicated to all relevant parties. The work in this standard will be carried out with limited or no supervision within enterprise guidelines.

Element	Performance Criteria
1 Clarify goals and direction	1.1 Focus, direction and structure of the enterprise are considered and accounted for in the development and review of the strategic plan.
	1.2 Need for development and change is assessed and identified.
	1.3 Competitive and collaborative factors are identified.
	1.4 Legal obligations and estate considerations are identified and considered.
	1.5 Measurable goals and targets, which are enterprise consistent, are considered and developed.
2 Undertake strategic analysis	2.1 Accurate data is accessed using reliable sources for use in review and development.
	2.2 Value chain analysis is completed for the enterprise and competitive implications are identified.
	2.3 Competitive and collaborative opportunities are analysed and assessed.

		2.4	Expansion opportunities are assessed for viability and feasibility.
		2.5	Comprehensive analysis of all relevant data and information is undertaken to formulate a viable and realistic strategic plan.
3	Develop and document strategic plan	3.1	Performance measures are clear and address all key aspects of enterprise performance.
		3.2	The implications of the strategic plan for the enterprise are identified, documented and incorporated.
		3.3	Value adding activities and opportunities are systematically introduced.
		3.4	Strategic plan initiatives and desired outcomes are clearly communicated to all relevant parties.
		3.5	Strategic performance is evaluated for gaps and strengths, and appropriate remedial action implemented.

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 **focus, direction and structure** considerations might there be?

The size, composition and nature of enterprise, markets in which it operates and/or intends to operate, environment and market projections for sectors in which the business operates may need to be considered. Also, the long-term directions and purposes of the business and the personal goals of the people involved may need to be considered. Lifestyle, income level expectations, preference for various enterprise types, period of ownership, provisions for next generation and retirement are also relevant here.

What legal obligations and estate considerations might need to be understood and complied with?	<p>State/Territory and commonwealth taxation law, company and securities legislation; OHS, environmental laws; competition policy; industrial relations and trade practices legislation; and possibly legislation regarding wills and inheritance in regards to succession planning might need to be considered.</p> <p>Succession arrangements, changes to estate company structure and family entitlements may also need to be considered.</p>
What accurate data might be accessed?	Data may include demographic, social, political, economic technological, product and market segmentation data.
What reliable sources might be utilised?	Data might be sourced from own, commissioned or publicly available research and could be internal or external. It could be gathered from industry respected or trusted research sources such as ABS or other government research, valid studies, and/or trusted market analysis sources.
What is included in a value chain analysis ?	An analysis of a series of primary activities: inbound logistics, operations, outbound logistics, marketing and sales, service support and their support activities, firm infrastructure, human resource management, technological development, and procurement.
What competitive implications might there be?	<p>May need to consider factors that give an enterprise an edge over its competitors, the variables and changes that may affect that competitive edge, and the resulting implications for the enterprise. The formation and/or maintenance of strategic alliances and co-operatives and the competitive nature of markets may need to be included.</p> <p>The organisations structure, resources, direction and market positioning could also be considered.</p>
What expansion opportunities might exist?	Options for growth and/or diversification into feasible enterprises might need to be assessed to determine medium and long-term viability. The stability of own business and potential acquisitions may need to be assessed.

What might be worth considering when determining viability and feasibility of expansion?	Market access, availability and potential; managers/owners preferences; resource suitability and availability; risks involved; impact on land and water resources; relevant technological innovations and expected net profitability; need to be assessed to determine viability and feasibility of expansion opportunities.
What might be included as performance measures ?	May be expressed as gap analysis, variance analysis, conformance reports, customer feedback, balanced scorecard measures, performance indicators, outcomes or key result areas.
What key aspects of enterprise performance might be relevant?	Liquidity, profitability, security and stability could all be included.
What implications might there be?	Implications might relate to enterprise structure, resources, acquisitions and market position.
What value adding activities and opportunities might need to be introduced?	Outsourcing, external supply or contracting out might be needed.
Which relevant parties might need to be consulted?	Key personnel: other family members, partners, providers of finance, managers, staff, clients and suppliers may be consulted. Specialist personnel: accountants, solicitors, tax agents, regulatory bodies and government authorities, trade, professional or industry associations might also need to be consulted.
What remedial action might be needed?	Adjustments to strategic plan direction and related business plans, adjustment of performance expectations, changes in focus or direction, communication to key personnel of changes and initiatives.
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 and reviewing a strategic plan requires evidence that demonstrates the ability to identify the direction and purpose of a strategic plan, analyse the competitive environment and enterprise, and formulate a strategic plan. It requires evidence of the ability to identify clear performance measures, communicate the strategic plan and review and monitor its performance.

The skills and knowledge required to develop and review a strategic plan must be **transferable** to a different work environment. For example, if competence is demonstrated in developing and reviewing a strategic plan for a small enterprise, it must also be evident in a medium or large enterprise environment.

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 external environment
 - working knowledge of market forces
 - resource availability and accessibility
 - feasible enterprises and opportunities
 - business structures
 - forecasting
 - value adding concepts
 - strategic planning methodologies
 - data collection and analysis methods
 - risk management techniques
 - knowledge of legislation codes and by-laws relevant to the organisations operation and potential expansion
 - organisational design and change processes.
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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:

- set goals and directions for a business
- communicate with key and specialist personnel
- analyse information and results
- consider and evaluate alternatives
- document and communicate plans
- design performance criteria
- manage projects
- think logically and strategically.

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?	In discussing and formulating the strategic plan in consultation with key and specialist personnel.
2. How can information be collected, analysed and organised (3) ?	In gathering information for the strategic plan, evaluating opportunities and in reviewing targets and strategic plan operation.
3. How are activities planned and organised (3) ?	In evaluating opportunities and developing the strategic plan, and in reviewing and redesigning related systems.
4. How can team work (3) be applied?	In consulting with key and specialist personnel in developing the strategic plan and in evaluating the success of the strategic plan.
5. How can the use of mathematical ideas and techniques (2) be applied?	To evaluate and collate performance data and results, and to ensure appropriate measurement systems are in place.

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| 6. How can problem-solving skills (3) be applied? | To improve existing systems, to solve communication barriers and to rectify/remedy identified performance gaps. |
| 7. How can the use of technology (2) be applied? | To improve strategic performance, to calculate targets, collate data and conduct a value chain analysis. |
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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 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**.

RTE6904A Manage business capital

This competency standard covers the process of managing business capital in an agricultural or horticultural enterprise. It requires the ability to assess capital needs, assess appropriate equity levels for a business, establish and maintain appropriate financing arrangements, review the mix of liabilities, and monitor equity and return on equity. Managing business capital requires knowledge of the preparation of financial reports, impacts resulting from changes to various macro economic factors, sources of finance, negotiation techniques and concepts of equity and return on assets, and bank and lending institution policies and requirements.

Element		Performance Criteria	
1	Assess the capital needs of the business	1.1	Working capital and capital requirements for development is determined.
		1.2	Return on capital/opportunity cost of development capital determined.
2	Assess appropriate equity levels for the business	2.1	Risks associated with the business are assessed.
		2.2	Personal and business risk preferences are identified.
		2.3	Equity levels in comparable enterprises are analysed using benchmark data.
3	Establish and maintain appropriate financing arrangements for the business	3.1	Capacity to service debt/meet liabilities is determined.
		3.2	Sources of funds are identified and terms and conditions compared and evaluated.
		3.3	Negotiations are conducted to ensure the establishment of the most favourable terms and conditions.
		3.4	Loan funds are sourced and agreements checked.
		3.5	Costs of finance are monitored within defined budget limits.
		3.6	Relationships with finance providers are managed.
		3.7	The economic environment is monitored and implications for the business assessed.

4	Monitor and review the mix of liabilities	4.1	Regular reviews are conducted of the mix of liabilities and the costs and benefits associated with reconfiguring loans are determined.
		4.2	Loans are reviewed and renegotiated as appropriate.
5	Monitor equity, return on equity	5.1	Review valuations on assets and monitor the effect on equity.
		5.2	Returns on assets and returns on equity are calculated and used to assist business performance.

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 capital needs may be relevant to this competency standard?	Capital needs may be in relation to major fixed assets including machinery, land purchases, buildings and other equipment.
What risks should be considered?	Risks may include price risk, seasonal and other production risks, and other business and personal risks for example, those related to age and health factors and succession.
What sources of funds may be relevant to this competency standard?	Sources of funds may include debt financing through term loans, bank bills, overdraft facilities, bridging finance, hire purchase and private finance. Funds may also be derived through equity financing.
How might the economic environment be monitored?	Components of the economic environment to be monitored include trends in interest rates, credit availability, investment periods, and investment opportunities.

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 business capital requires evidence that business capital has been appropriately managed and monitored in an enterprise. The skills and knowledge required to manage business capital must be **transferable** to a range of work environments and contexts. For example, this could include different capital management arrangements, amounts and enterprises.

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:

- preparation of financial reports
- impacts resulting from changes to various macro economic factors
- sources of finance
- negotiation techniques
- concept of equity, ROA, ROE, IRR
- bank and lending institution policies and requirements.

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 capital needs
- assess appropriate equity levels for the business
- establish and maintain appropriate financing arrangements
- monitor and review the mix of liabilities
- monitor equity and return on equity.

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?	In assessing financing arrangements for the business.
2. How can information be collected, analysed and organised (3) ?	Through evaluation of options for accessing business capital.
3. How are activities planned and organised (3) ?	According to funding requirements, needs of the business and timelines associated with production.
4. How can team work (3) be applied?	Through consultation with others in establishing business capital requirements and assets.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through calculations associated with business needs, equity levels and interest rate determinations.
6. How can problem-solving skills (3) be applied?	Through responding to additional requirements for information when making financial arrangements.
7. How can the use of technology (3) be applied?	Through use of computers 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**.

RTE6906A Develop export markets for produce

This competency standard covers the processes of evaluating a product for export, developing an export market and implementing an export strategy. It requires the ability to identify, research and analyse markets, and determine the capability of a business to meet the market requirements. Developing export markets for produce requires knowledge of sources of information in respect to export requirements and requirements set out in standards, codes of practice, quality assurance processes and procedures, marketing plan formats, cash flow budgeting techniques, and sensitivity analysis and investment evaluation.

Element		Performance Criteria	
1	Evaluate export potential	1.1	Competitive advantages and disadvantages for the proposed product are identified in respect to the product's entry to overseas markets.
		1.2	Features of potential markets are analysed in respect to cultural factors, quality requirements, government regulations and other economic, political and social factors.
		1.3	Business resources are analysed for their appropriateness and capacity to contribute to the marketing effort.
		1.4	Available capital and time are identified for the development of the export plan.
2	Develop export strategy	2.1	Sources of government support for the development of an export strategy are identified and pursued.
		2.2	Customer analysis is conducted and the market niche defined.
		2.3	Operational plan is developed to address the market mix .
		2.4	Budgets are prepared to address the investment required in the operational plan.
		2.5	Overseas visit is planned and conducted to confirm the target market and initiate negotiations.

3	Implement export strategy	3.1	Steps in an export transaction are identified and addressed.
		3.2	Documentation requirements for export is identified and prepared.

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 products may be relevant to this competency standard?	A broad range of agricultural and horticultural products and services will be relevant to demonstrating achievement of this competency.
Business resources to be analysed include:	Experience and skills in research and development, experience in dealing with distant and different cultures, technology, location of facilities, experience in dealing with agents, managerial expertise and capacity.
What may be included under the market mix ?	Place, promotion, price and packaging.
What document requirements may be relevant to this competency standard?	Document requirements may relate to the commercial transaction (payment arrangements, credit provision, insurance), and government requirements including customs requirements and quarantine requirements.

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 export markets for produce requires evidence that export markets have been appropriately evaluated, developed and implemented to industry standards. The skills and knowledge required to develop export markets for produce must be **transferable** to a range of work environments and contexts. For example, this could include different commodities, enterprise arrangements and markets.

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:

- sources of information in respect to export requirements
- requirements set out in standards, codes of practice, QA processes and procedures
- marketing plan formats
- cash flow budgeting techniques
- sensitivity analysis and investment evaluation.

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:

- evaluate export potential
- develop export strategy
- implement export strategy.

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.

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| 1. How can communication of ideas and information (3) be applied? | Through preparation of documentation for export. |
| 2. How can information be collected, analysed and organised (3) ? | In evaluation of potential markets. |
| 3. How are activities planned and organised (3) ? | According to requirements set out in export documentation. |
| 4. How can team work (3) be applied? | Through discussions and consultation with others involved in export. |
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5. How can the use of mathematical ideas and techniques (3) be applied?	In calculations associated with pricing strategies.
6. How can problem-solving skills (3) be applied?	Through dealing with complexities involved in export as well as changing circumstances in trade agreements/arrangements.
7. How can the use of technology (3) be applied?	Through use of computers 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**.

RTE6907A Manage capital works

This competency standard covers the process of managing the planning and construction of capital works. It requires the ability to negotiate with contractors and suppliers, and internal and external clients, design a strategy to achieve project outcomes and client requirements, monitor, evaluate and report on progress of works, resolve disagreements and disputes satisfactorily, analyse project outcomes, and evaluate project achievements. Managing capital works requires knowledge of human resource management and policies, capital works specifications and objectives, project management systems, project management tools and techniques, cost schedule control systems, enterprise procurement guidelines, enterprise project management policies, risk management techniques, business and commercial issues, basics of contract law, and physical resource management.

Element	Performance Criteria
1 Identify scope of capital works	<p>1.1 Analysis is undertaken as required and the results are analysed to determine the scope of the proposed capital works.</p> <p>1.2 Planning is initiated in accordance with organisational and other relevant policies and guidelines and the organisation's strategic direction in consultation with stakeholders.</p> <p>1.3 Conceptual and analytical skills are applied to develop a strategy to achieve objectives, outcomes and client requirements for the capital works.</p> <p>1.4 An effective risk management system is developed and applied to ensure objectives can be met within the enterprises allocated budget.</p>
2 Acquire resources	<p>2.1 Resources, equipment and infrastructure are identified, acquired and allocated.</p> <p>2.2 Scope and objectives of works are analysed to determine the tasks to achieve agreed outcomes on time and within budget.</p> <p>2.3 Processes for monitoring, evaluating and reporting performance against objectives are developed and applied.</p>

		2.4	Roles and responsibilities of team members and stakeholders are identified and agreed.
3	Manage construction activities	3.1	Tasks are implemented in accordance with plans and specifications.
		3.2	Communication process is established including responsibilities for conflict resolution.
		3.3	Progress is monitored to ensure time, performance, cost and quality of works is achieved.
		3.4	Proposed variations are investigated and negotiated in consultation with stakeholders.
4	Complete capital works and evaluate and report on activities	4.1	Inspection is undertaken to ensure all outcomes are met.
		4.2	Evaluation of completed project is undertaken against agreed objectives and reported to stakeholders.

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 plans may be relevant to this competency standard?	Plans may include financial management processes, acquisition strategies, fraud control procedures, risk management strategies, integrated logistic support arrangements, human resource development / management strategies, resource requirements, task elements, test and evaluation procedures, intellectual property, industry impact, life cycle costs, specifications, engineering, preliminary estimate/budget and preliminary timeframes/milestones.
What may be covered under policies and guidelines ?	Policies and guidelines may include government legislation, financial management and accounting regulations, government and organisational policies, guidelines and procedures including project management, security, recruitment, quality assurance, risk management, procurement and guidelines, and strategic plans.

Who may be included under stakeholders ?	Stakeholders may include industry, other organisations, general public, relevant interest groups (internal and external), functional areas, principals/project director/project sponsor, organisation's senior management, government(s), insurance and underwriting.
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Who might the client be?	Work may be performed on behalf of a client (internal or external) or on one's own behalf.
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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 capital works requires evidence that the planning and management of construction of capital works has been successfully undertaken. The skills and knowledge required to manage capital works must be **transferable** to a range of work environments and contexts. For example, this could include different enterprises, management approaches and capital works projects.

What specific knowledge is needed to achieve the performance criteria?	<p>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:</p> <ul style="list-style-type: none">• human resource management and policies• capital works specifications and objectives• project management systems• project management tools and techniques• cost schedule control systems• enterprise procurement guidelines• enterprise project management policies• risk management techniques• business and commercial issues• basics of contract law• physical resource management.
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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:
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- negotiate with contractors and suppliers, and internal and external clients
- design a strategy to achieve project outcomes and client requirements
- monitor, evaluate and report on progress of works
- resolve disagreements and disputes satisfactorily
- analyse project outcomes
- evaluate project achievements.

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?	Through plans and specifications for capital works, and regular meetings with clients and contractors.
2. How can information be collected, analysed and organised (3) ?	Through documentation of progress of works and contingencies arising.
3. How are activities planned and organised (3) ?	According to program schedules and work specifications.
4. How can team work (3) be applied?	Through liaison between client, superintendent and contractors in progressing development works.
5. How can the use of mathematical ideas and techniques (3) be applied?	Through calculations involved in detailing costs and timelines for programming and evaluating works.
6. How can problem-solving skills (3) be applied?	Through dealing with contingencies as they arise in the construction process.
7. How can the use of technology (3) be applied?	Through use of computers 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**.

RTE6909A Manage estate planning

This competency standard covers the process of managing and planning the succession and distribution of an estate within a family agricultural business context. It requires the application of knowledge and skills to identify personal and estate planning goals and to communicate these goals and resolve discrepancies. An understanding of the legal implications and the needs of those affected by the estate planning process and outcomes is also required, as is competency in the development and implementation of estate plans.

Element	Performance Criteria
1 Identify estate planning requirements	1.1 Contingency and succession arrangements are identified and assessed against enterprise and individual requirements.
	1.2 Income continuation options are identified and evaluated to find best fit for enterprise requirements.
	1.3 Personal and business goals are identified and distinguished.
	1.4 Needs of those affected by succession arrangements are considered and taken account of in estate planning.
2 Clarify estate planning arrangements	2.1 Plans for retirement and inheritance are made clear to all relevant parties.
	2.2 Apparent inequities in estate distribution are discussed, clarified and mediated.
	2.3 Legal implications of succession planning are accounted for in determining succession arrangements and estate distribution.
	2.4 External advice is sought as required to clarify obligations and potential effects on business performance.
3 Implement estate planning	3.1 Strategies for estate distribution and succession are determined and implemented.
	3.2 Estate structures and transfer arrangements are monitored and reviewed against tax and legislative requirements.

- 3.3 Estate planning and succession is monitored against enterprise performance.
- 3.4 Relevant documentation is completed to meet legal and procedural obligations, and to avoid legal complications.
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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 contingency and succession arrangements might be relevant?	The employment of a manager, family succession, staged introduction of changeover, the use of consultants to supervise staff, leasing or share farming the property to others, and contingency management arrangements in the event of death, separation or accident could be relevant. The need for management or specific agricultural training for successor or proposed managers may also be required.
What enterprise and individual requirements might there be?	Requirements might include: gradual transfers of responsibility, income continuation options, need for a retirement home on property or separate to property, need to ensure that enterprise remains a “going concern”/profitable, and management training.
What might be considered as income continuation options ?	Superannuation annuities, income generating off-farm investments, repayments of loans by family members purchasing the family assets, and sale of assets.
What needs might have to be considered?	Need may relate to: clarifying transition arrangements, new or changed role definition, security, equity, degree of responsibility, clear information and direction, contractual and legal requirements for clarity and security, and inheritance expectations.
Which relevant parties might plans be communicated to?	These could include other family members, farm managers and external contacts such as enterprise accountant and solicitor.

What apparent inequities might need to be discussed and clarified?	Inequities might relate to estate distribution and succession planning.
How might mediation occur?	Mediation and negotiation may occur with or without professional assistance.
What legal implications might need to be considered?	Wills, contracts and agreements, title deeds, enterprise/company structure and superannuation might need to be considered.
Who might be called upon to provide external advice ?	Solicitor, accountants, management/estate planning consultants, financial consultants and planners, and taxation experts
What strategies might be considered?	Implementing transition arrangements made during normal life expectancy. Wills, agreements, share-farming, acquisition of additional properties, trust funds, management/corporate transitions, estate planning procedures, housing and income options for retirement may be considered in strategically distributing the estate.
What considerations might there be in relation to estate structures ?	The proposed and current structure of the enterprise might need to be considered. The size, profitability, strategic position of the enterprise, market trends and competitive factors might also need to be considered.
What might need to be monitored and reviewed in the process of making transfer arrangements?	Superannuation requirements might need to be reviewed in light of business performance. Plans for estate transfer may need to be reviewed and revised as circumstances, legislation and other relevant factors change, and ownership arrangements may need review in the light of tax and estate planning considerations.
What relevant documentation might need to be completed or altered?	Documents may include: wills, contracts, superannuation investment, taxation and company documents.
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 estate planning requires evidence that demonstrates the ability to plan for and implement the transition of an estate and to communicate arrangements to all relevant parties. Competence is required in identifying personal and business goals, and providing for own retirement while ensuring that the enterprise remains viable.

Plans for estate transition need to be made clear to all relevant parties.

The skills and knowledge required to manage estate planning must be **transferable** to a different work environment. For example, if competence is demonstrated in managing estate planning for a small enterprise, it must also be evident in providing information in medium or large enterprise environment.

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:

- effective interpersonal communication techniques
- conflict resolution, negotiation and mediation techniques
- solve problems relating to estate management
- goal setting strategies
- working knowledge of estate structures, retirement options, wills and estate planning 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:

- effectively communicate with family members and external experts and staff on succession arrangements and estate planning
 - separate personal goals from enterprise goals
 - negotiate, mediate and seek assistance in dispute resolution as necessary
 - behave ethically
 - define agreements and contracts
 - logically consider investment financial and retirement options.
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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 communicating estate planning ideas and arrangements to other family members and external experts.
2. How can information be collected, analysed and organised (2) ?	In determining superannuation, investment and retirement options, and options for estate structure.
3. How are activities planned and organised (2) ?	In planning for succession and contingency management, communicating options, and in organising to discuss/make arrangements with external experts.
4. How can team work (2) be applied?	In managing the transfer of the estate and in organising alternative management arrangements.
5. How can the use of mathematical ideas and techniques (2) be applied?	In calculating superannuation returns, retirement income needs, investment options and enterprise returns.
6. How can problem-solving skills (2) be applied?	In mediating and resolving conflict over estate arrangements, responsibilities and entitlements.
7. How can the use of technology (2) be applied?	To calculate retirement income, superannuation and investment returns and to prepare documents.

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**.

RTF3203A Construct brick and/or block structures and features

This competency standard covers the process of constructing brick and/or block structures and features as a component of landscape project works. These structures and features may include steps, edgings, walls, fences, BBQ and entertaining areas, and ornamental garden elements.

The construction of brick and/or block structures and features is likely to be under limited supervision from others, with checking only related to overall progress. Work is usually done within established guidelines, although some discretion and judgement may be required depending on the type of structure or feature to be constructed.

Element	Performance Criteria
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 brick and/or block structures are identified and reported to the supervisor.
2 Set out and prepare the site	2.1 Services are determined and located from site plans.
	2.2 The position of the structure or feature 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 Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for construction.

		2.5	Drainage systems are installed according to design drawings and specifications.
		2.6	Sub-base material is placed and compacted to the required finished levels.
3	Construct structure or feature	3.1	Mortar is mixed to determined ratio and appropriate admixes including bonding and colouring agents are added, as required, and in accordance with specifications.
		3.2	Damp proofing and base course of brick and/or block work is laid according to design drawings and specifications.
		3.3	Courses of brick and/or block work are laid using designated bond(s) in a manner that will ensure the viability and stability of the structure, and according to design drawings and specifications.
		3.4	Finishes are applied to brick or block work in accordance with specifications.
4	Check quality of work and clean up site	4.1	Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications
		4.2	Brick and/or block work surfaces are cleaned down in an environmentally safe and sensitive manner.
		4.3	Tools and equipment are cleaned and stored according to enterprise guidelines.

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, trowels, wheelbarrow and concrete mixer.
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What OHS hazards apply to this standard?	OHS hazards may include manual lifting, use of power tools, use of sharp hand tools, dust, and sun exposure.
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 overalls, boots, hat, gloves, the erection of safety signs and barriers, the identification of site access points, and the safe storage of materials on site.
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 finishes may be relevant to this competency standard?	Finishes may include acrylic render, sand/cement render, oxides and other colours, mouldings and cappings.
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 constructing brick and/or block structures and features requires evidence that work can be planned and prepared, that the construction site can be set out and prepared according to design drawings and specifications, and that the structure or feature can be constructed according to the required standards.

The skills and knowledge required to construct brick and/or block structures and features must be **transferable** to a different work environment. For example, a person should be able to apply the same principles of brick and/or block work construction whether they are building a wall, a barbecue, or some other garden element.

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:

- comparative environmental implications associated with soil disturbance and the establishment of drainage systems
- components of mortar, including admixes such as bonding and colouring agents, used in the construction of brick and/or block structures and features.

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
- use of levelling 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.

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| 1. How can communication of ideas and information (2) be applied? | Information regarding the type of bonding agent to be used may need to be communicated to other members of the work team. |
| 2. How can information be collected, analysed and organised (2) ? | Information from design drawings and specifications may need to be collected, analysed and then organised to transpose it on to site. |
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3. How are activities planned and organised (2) ?	Activities may need to be planned and organised to meet timelines and to finish the project according to budget.
4. How can team work (2) be applied?	Team work may need to be applied when setting out and preparing a site for construction.
5. How can the use of mathematical ideas and techniques (2) be applied?	Mathematical ideas and techniques may be applied when calculating quantities of materials required.
6. How can problem-solving skills (2) be applied?	Problem-solving skills may be applied if the mortar is mixed to the incorrect consistency.
7. How can the use of technology (2) be applied?	The use of technology may be applied when marking out the site for construction.

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**.

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.

Element		Performance Criteria	
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 constructing concrete structures are identified and reported to the supervisor.
2	Set out and prepare the site	2.1	Services are determined and located from site plans.
		2.2	The position of the structure or feature 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	Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete.

		2.5	Drainage systems are installed according to design drawings and specifications.
		2.6	Form work is installed to the site in a manner that will ensure it remains rigid during concrete pouring operations.
		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.
3	Mix and pour concrete	3.1	Proportions for concrete mix are determined according to the strength requirements of the project.
		3.2	Volume of dry materials necessary to produce final concrete mix is determined.
		3.3	All dry ingredients and required additives are mixed together to ensure a thorough blending of all materials is achieved.
		3.4	Sufficient water is introduced to produce a concrete mix to the required consistency.
		3.5	Concrete mix samples are taken for testing , if required, to check for conformity to specifications.
		3.6	Concrete is poured to designated levels in a manner to avoid segregation of materials.
		3.7	Concrete is consolidated using an approved vibration method to industry standard (AS3600) to ensure air pockets are eliminated.
4	Finish concrete	4.1	Concrete is screeded to a flat surface to maintain the desired finished level.
		4.2	Surface is trowelled according to design drawings and specifications.
		4.3	A Concrete is finished off according to design drawings and specifications.
5	Check quality of work and clean up site	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.

- 5.2 Form work is removed and cleaned in a manner which will allow for re-use of the form work.
 - 5.3 All debris is removed and disposed of in a manner that minimises risk to the environment.
 - 5.4 All tools and equipment are cleaned and stored according to enterprise guidelines.
-

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.	

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**.

SROSCB001A Scuba dive in open water to a maximum depth of 18 metres

SCB

Scuba

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to use and maintain scuba dive equipment, plan and perform scuba dives without direct supervision in open water to a maximum depth of 18 metres, and perform scuba dive rescues.

Advice relating to prerequisite requirements for this unit:

In the context of the Seafood Industry Training Package qualifications, the identified prerequisites are not required. However, before the unit can be recognised in the context of its originating SRO99 National Outdoor Recreation Industry Training Package, prerequisite units must be met.

ELEMENT	PERFORMANCE CRITERIA
1 Use and maintain scuba dive equipment	1.1 Select <i>scuba dive equipment</i> to match diver's build and experience 1.2 Use <i>scuba dive equipment</i> to <i>industry technical and safety criteria</i> 1.3 Explain and demonstrate maintenance required to meet manufacturer's recommendations 1.4 Calculate non-decompression times to <i>industry technical and safety criteria</i> 1.5 Demonstrate use of buoyancy control device (BCD) to establish positive, negative and neutral buoyancy
2 Perform scuba dives to a maximum depth of 18 metres	2.1 Describe correctly <i>physics and physiology</i> in relation to scuba diving and divers 2.2 <i>Consider all factors effecting site selection and</i> ensure selected scuba dive site meets safety criteria of industry 2.3 Perform <i>entries to and exits from the water</i> to meet <i>industry technical and safety criteria</i> 2.4 Maintain <i>buddy system</i> at all times 2.5 Demonstrate <i>emergency out of air techniques</i> 2.6 Give, recognise and respond to hand signals in accordance with <i>industry technical and safety criteria</i> 2.7 Complete dives within <i>industry accepted dive safety limits</i>
3 Perform scuba dive rescues	3.1 Explain and demonstrate <i>first aid</i> for potential scuba dive incidents to <i>industry technical and safety criteria</i> 3.2 Identify diving related <i>hazards</i> in relation to their causes, symptoms, effects and prevention 3.3 Demonstrate emergency out-of-air techniques to meet <i>industry</i>

	<i>technical and safety criteria</i> 3.4 Demonstrate <i>self and buddy rescue techniques</i> to meet <i>industry technical and safety criteria</i>
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Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Buddy system	<ul style="list-style-type: none"> system where scuba divers dive in pairs, maintaining physical or visual contact at all times
Emergency out of air techniques	[all categories] <ul style="list-style-type: none"> alternative air source assisted ascent controlled emergency swimming ascent
Entry and exit from water	[all categories] <ul style="list-style-type: none"> off-shore off dive boats
Factors affecting site selection	[all categories] <ul style="list-style-type: none"> environmental conditions hazards access level of skill
First aid	[all categories] <ul style="list-style-type: none"> near drowning hypothermia hyperthermia barotrauma cramps exhaustion stings or bites from marine creatures

Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • squeezes • barotrauma • panic • nitrogen narcosis • decompression illnesses • contaminated scuba air • hypothermia • hyperthermia
Industry accepted dive safety limits	<p>[all categories]</p> <ul style="list-style-type: none"> • include factors such as <ul style="list-style-type: none"> ○ ascents ○ descents ○ safety stop ○ bearings or reciprocal bearings ○ dive calculations and planning ○ time ○ depth ○ air supply monitoring ○ monitoring equipment
Industry technical and safety criteria	<p>[knowledge of at least one category]</p> <ul style="list-style-type: none"> • as documented in the standards and procedures of accredited training agencies such as <ul style="list-style-type: none"> ○ Professional Association of Diving Instructors (PADI) ○ National Association of Underwater Instructors (NAUI) ○ Scuba Schools International (SSI) ○ National Association of Scuba Diving Schools (NASDS) ○ Australian Underwater Scuba Instructors (AUSI) ○ British Sub-Aqua Club (BSAC)
Physics and physiology	<p>[all categories]</p> <ul style="list-style-type: none"> • include concepts relevant to <ul style="list-style-type: none"> ○ pressure/volume/density relationships ○ temperature ○ buoyancy ○ respiration
Scuba dive equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • fins, mask and snorkel • adequate exposure protection appropriate for the local diving conditions, eg, wetsuit/drysuits) • compressed air cylinder and valve appropriate for the dive • buoyancy control device (BCD) with low pressure inflator • regulator, alternate air source, submersible pressure gauge,

	<p>compass, timing device and depth gauge (or computer which indicates depth, time and air supply)</p> <ul style="list-style-type: none">• weight belt and weights (the weight system may be built into the buoyancy control device (BCD))• knife or diver's tool• dive flag where appropriate• emergency signalling device• slates
Self and buddy rescue techniques	<p>[all categories]</p> <ul style="list-style-type: none">• surface swimming• relieving cramps• equipment removal• establishing buoyancy• calling for assistance• buddy secured and towed 15 metres• in-water expired air resuscitation (EAR)

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	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of diving theory, diving equipment and industry practices and safety criteria • Assessment of performance should be over a minimum of two (2) different dives covering the prescribed number of categories of the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ apply knowledge of diving theory and practice to safely dive and perform dive rescues ○ plan and evaluate a safe diving activity ○ calculate repetitive diving activities using no-decompression tables ○ participate as part of a buddy pair/team in an open water dive at depths not less than 5 metres and not to exceed 18 metres for a period not less than 20 minutes ○ complete a safety stop at 5 metres for 3 - 5 minutes ○ not ascend at greater than 18 metres/min
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Physics and physiology <ul style="list-style-type: none"> ▪ direct effects of pressure ▪ buoyancy ▪ pressure/volume relationships ▪ air consumption ▪ how pressure affects density ▪ how pressure affects air spaces ▪ indirect effects of pressure ▪ ingassing and offgassing ▪ decompression sickness ▪ nitrogen narcosis ▪ oxygen toxicity ▪ carbon monoxide toxicity ▪ hypo/hyperthermia ○ Decompression Illness (DCI)

	<ul style="list-style-type: none"> ▪ ingassing/offgassing nitrogen ▪ residual nitrogen ▪ dive planning to avoid DCI ▪ signs and symptoms of DCI ▪ first aid ○ Effect of diving environment on scuba activities <ul style="list-style-type: none"> ▪ tides ▪ currents ▪ waves and surf ▪ water conditions ▪ visibilities ▪ entry and exit points ▪ bottom conditions ▪ marine life ○ Non-decompression dive tables ○ Selection and preventative maintenance of scuba equipment ○ Diver first aid, and missing diver procedures ○ Underwater communication systems ○ Factors affecting the planning of safe diving activities • Required skills <ul style="list-style-type: none"> ○ Select, check, assemble, and don equipment ○ Pre-dive gear check for self and buddy ○ Entries and exits ○ Remove and replace weight belt on surface ○ Remove and replace equipment on surface ○ Give, recognise and respond to underwater signals ○ Dive with minimal impact on environment ○ Ability to swim 100 metres on the surface wearing scuba equipment ○ Mask and regulator removal, recovery and replacement ○ Use of buddy system ○ Buoyancy control ○ Underwater navigation (natural and compass) ○ Emergency procedures <ul style="list-style-type: none"> ▪ tired diver assist ▪ sharing air ▪ controlled emergency swimming ascent ▪ unconscious diver rescue
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ suitable scuba dive locations with open water ○ scuba equipment <ul style="list-style-type: none"> ▪ mask ▪ fins ▪ snorkel ▪ gas cylinders ▪ regulator ▪ buoyancy control device (BCD) ▪ weights ▪ exposure suit • Human resources - assessment of this unit of competency will

	<p>require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should</p> <ul style="list-style-type: none"> ○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB002A ○ 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 professional activity in the relevant area ○ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as covering all the safety and rescue implications, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the complete Range Statements and contexts applicable to scuba diving
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in an actual/real scuba dive activity and all relevant aspects of equipment use, dives and rescues should be assessed in an underwater environment (that is, dry land demonstration of competence is insufficient) • 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 • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	3	2	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collecting information on duration and depth of dive(s) and organising it in a log book • Communicating ideas and information - Communicating with dive buddy during dive • Planning and organising activities - Planning number of dives, depths and duration • Working with teams and others - Diving with a buddy • Using mathematical ideas and techniques - Calculating no-decompression limits • Solving problems - Dealing with out-of-air situations • Using technology - Using dive computers to record details of dive <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRXGRO002A Deal with conflict

GRO

Groups

DESCRIPTION: This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.

ELEMENT	PERFORMANCE CRITERIA
1 Identify conflict situations	1.1 Identify (quickly) signs and possible causes of conflict 1.2 Determine accurately the stage of the conflict, with respect to progression and possible escalation 1.3 Take swift and tactful action to prevent escalation 1.4 Identify (quickly) situations where personal safety of clients or staff may be threatened and organise appropriate assistance (if required) 1.5 Identify factors within the individual or workplace environment which relate to the developing conflict
2 Implement conflict resolution strategies	2.1 Take responsibility for resolving the conflict within scope of individual responsibility 2.2 Clarify <i>factors and issues relevant to the conflict</i> 2.3 Demonstrate correct use of <i>conflict resolution techniques</i> to manage the conflict after consideration of the particular situation 2.4 Identify <i>options for resolution</i> of the conflict which allow for constructive responses to be negotiated and enable established work relationships to continue 2.5 Encourage, treat with respect, and accept (where appropriate) all points of view during negotiations and discussions
3 Use effective interpersonal skills	3.1 Demonstrate use of effective verbal and non verbal communication during negotiations (including body language, questioning, language style, active listening and reflection) 3.2 Provide assertive feedback, and receive feedback non-defensively during negotiations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Conflict resolution techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • approaches to conflict resolution include <ul style="list-style-type: none"> ○ withdrawal ○ smoothing ○ compromise ○ forcing ○ confrontation ○ problem solving <ul style="list-style-type: none"> ▪ compromise ▪ majority vote ▪ arbitration
Conflict situations	<p>[all categories]</p> <ul style="list-style-type: none"> • situations may include <ul style="list-style-type: none"> ○ client complaints ○ conflicts among work colleagues ○ conflict between clients/participants
Factors related to conflict	<p>[all categories]</p> <ul style="list-style-type: none"> • factors contributing to conflict may include <ul style="list-style-type: none"> ○ opposing attitudes, values, beliefs ○ individual versus group goals ○ workload ○ stress ○ limited resources
Interpersonal skills	<p>[all categories]</p> <ul style="list-style-type: none"> • communication <ul style="list-style-type: none"> ○ verbal ○ non-verbal • questioning • listening • paraphrasing • negotiating • feedback

Options for resolution	<p>[all categories]</p> <ul style="list-style-type: none">• win - win• win - lose• lose - lose
Workplace environment	<p>[one category]</p> <ul style="list-style-type: none">• sectors of the sport and recreation industry<ul style="list-style-type: none">○ fitness○ sport○ community recreation○ outdoor recreation

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	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques • Assessment of performance should be over the resolution of a minimum of three (3) different conflict situations, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify sources of conflict in the workplace ○ resolve a range of different conflict situations, using different options for resolution ○ use suitable communication skills to facilitate effective discussion between all parties and achieve resolution
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Signs and stages of conflict in the workplace ○ Possible causes/sources of conflict (ideational, status and power, goal conflict) ○ Functions of conflict (functional and dysfunctional) ○ Options for constructive responses to typical conflict situations • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills ○ Participation in small informal work groups ○ Problem solving ○ Ability to gather, record, and convey information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ real or simulated work group situations ○ access to information relevant to the workplace • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should <ul style="list-style-type: none"> ○ be competent in this unit but preferably be

	<p>competent in the unit at the level above</p> <ul style="list-style-type: none"> ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as differences in conflict situations, this unit of competency must be assessed over the resolution of a minimum of three (3) different conflict situations, to ensure consistency of performance over the Range Statements and contexts applicable to conflict arising in workplaces
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of responding to a conflict issue arising during a sport or recreation activity for a group of clients. For valid and reliable assessment the clients should be real, i.e., not peers, and the sport or recreation activity should be similar to those that occur in the learners work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

SUGPOBB2A Operate a boiler - basic

Unit descriptor

This is a Specialist unit. It covers the skills and knowledge required to for continuous and short term operation of a **basic boiler** and for start up and shut down after a prolonged break.

This unit is based on the boiler competency standards from the Worksafe Australia Standards for Users and Operators of Industrial Equipment NOHSC 1006 (2001). It should be selected where boiler operation is a certificated occupation.

Element	Performance criteria
1.Prepare the boiler for operation	<p>1.1 Health and safety hazards / maintenance requirements are identified and reported to appropriate personnel according to workplace reporting procedures</p> <p>1.2 The boiler is purged according to workplace procedure</p> <p>1.3 Services are confirmed and available</p> <p>1.4 Pre-operational checks are conducted to confirm operational status of boiler and related equipment</p>
2. Start and monitor boiler operation	<p>2.1 The boiler is started and brought on line safely according to workplace procedures and manufacturer's specifications</p> <p>2.2 Plant is operated within limits of manufacturer's specifications to meet workplace requirements</p> <p>2.3 Equipment is monitored to confirm operating condition</p> <p>2.4 Water quality is tested and adjusted as required</p> <p>2.5 Sluice water is circulated to remove ash from boiler according to specification</p> <p>2.6 The workplace meets housekeeping standards</p>

- | | |
|--|---|
| 3. Analyse and respond to abnormal performance | <ul style="list-style-type: none">3.1 Operating data and plant operating conditions are analysed to identify causes of abnormal performance3.2 Corrective action is taken in accordance with workplace procedures in response to Hazards, out-of-specification test results and/or plant performance3.3 Emergency procedures are implemented as required according to workplace procedures and manufacturer's recommendations |
| 4. Handover boiler operations | <ul style="list-style-type: none">4.1 Workplace records are maintained in accordance with statutory requirements and workplace procedures4.2 Handover is carried out according to workplace procedure4.3 Boiler operators are aware of boiler status and related equipment at completion of handover |
| 5. Carry out an operational shutdown | <ul style="list-style-type: none">5.1 The boiler is shut down according to workplace procedures and manufacturer's recommendations5.2 Maintenance requirements are identified and reported according to workplace reporting procedure |
| 6. Shutdown the boiler and prepare for an internal inspection | <ul style="list-style-type: none">6.1 The boiler is shut down according to workplace procedures and manufacturer's recommendations6.2 The boiler is cleaned internally and externally according to workplace procedures and manufacturer's recommendations6.3 Valves and fittings are removed in preparation for maintenance |
| 7. Store boiler in shutdown mode | <ul style="list-style-type: none">7.1 The boiler is stored in the appropriate storage mode according to workplace procedures and manufacturer's recommendations |
| 8. Record information | <ul style="list-style-type: none">8.1 Workplace information is recorded according to workplace recording requirements |
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Range statement

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

- Work is carried out in accordance with company policies and procedures, licensing requirements, manufacturer's recommendations, legislative requirements, codes of practice and industrial awards and agreements. Codes of practice include the Sugar Milling Operations Industry Code of Practice
- Workplace information can include Standard Operating Procedures (SOPs) and manufacturer's specifications
- Boiler (basic) and related equipment may be fully or partly attended, and include single fixed combustion air supply, non modulating single heat source and fixed firing rate.
- Operation and monitoring of equipment and processes typically requires the use of control panels and systems
- Services can include fuel supply of bagasse, coal, gas, oil or other fuel types, steam, mill and instrumentation air, cooling water, general mill water supply and cooling water
- Confirming equipment status involves conducting relevant pre-start checks, confirming that cleaning standards are met, all safety guards and manholes are in place and equipment is operational
- Internal cleaning is carried out in accordance with statutory requirements regarding confined space entry and does not typically include chemical cleaning
- Work may require the ability to work within a team environment
- Information systems may be print or screen based

Evidence guide

The assessment process must address all of the following items of evidence.

Ability to:

1. Access workplace information on combustion and operating requirements
2. Select, fit and use personal protective clothing and/or equipment
3. Identify and report hazards and potential hazards in the work area
4. Confirm status of boiler and related equipment including the fuel supply system, ash removal and services
5. Demonstrate purge procedure
6. Conduct pre-start checks. This typically include checking:
 - feed water supply and system
 - fuel supply system
 - fans and dampers
 - inspection doors

- boiler valves – operation and position
 - combustion air supply system
 - boiler water level
7. Liaise with other work areas to advise of boiler status
 8. Demonstrate set up and start up procedures in both manual and automatic modes
 9. Monitor boiler operation. This typically includes monitoring:
 - steam reticulation line pressure
 - boiler steam pressure
 - steam supply/usage
 - condensate tank level
 - bagasse levels
 - feedwater levels and pressure
 - fuel levels
 - boiler load
 - water quality
 - furnace pressure
 - ash pit level and removal system
 - balance draft system
 - superheater temperature
 - drum levels
 - equipment condition
 10. Conduct water quality test
 11. Take corrective action in response to out-of-specification results
 12. Report and/or record corrective action as required
 13. Demonstrate shift handover procedure and confirm that replacement operators are aware of all relevant issues prior to completing handover
 14. Demonstrate procedure to take boiler off line
 15. Demonstrate procedure to shut down and clean the boiler
 16. Demonstrate removal of valves and fittings to prepare the boiler for inspection
 17. Demonstrate procedure to store boiler
 18. Demonstrate emergency procedures and related re-start. This includes use of emergency fuel supply
 19. Maintain workplace records
 20. Maintain work area to meet housekeeping standards
- May include ability to:*
21. Use process control systems

Knowledge of:

22. Relevant state OHS legislation, standards and codes of practice relating to work responsibilities
23. Safe work procedures including awareness of health and safety hazards related to boiler operation and associated control measures. Hazards typically include working around hot surfaces, manual handling, fuel and steam leaks
24. Purpose and limitations of protective clothing and equipment
25. Hierarchy of hazard control measures
26. Duty of care of the boiler operator
27. Purpose and basic principles of combustion and boiler operation. This includes principles of heat transfer and properties of steam
28. Boiler system layout and steam cycle
29. The purpose of purging a boiler
30. The effect of fuel quality on boiler operation
31. Impact of ash removal on efficient boiler operation and impact of sluice water flow
32. Relationship to other processes. This includes an understanding of the impact of sudden load changes on boiler pressure and plant operation
33. Purpose and limitations of protective clothing and equipment
34. Methods used to render equipment safe to inspect, maintain and/or clean including lock-out, tag-out and isolation procedures
35. Water quality test procedures
36. Typical causes of water/condensate contamination and corrective action required
37. Equipment purpose and basic operating principles. This includes high pressure feed pumps, fuel supply system and dual fuel systems as required by boiler type
38. Operating requirements and parameters
39. Procedures for responding to emergency situations. This includes safe shutdown procedure
40. Handover and long term shut down and storage procedures
41. Cleaning procedures and grate dumping
42. Environmental issues and controls. This includes an understanding of sluice water usage.
43. Requirements to liaise/advise related work areas
44. Housekeeping standards for the work area
45. Reporting and recording systems. This includes both statutory and workplace requirements

May include knowledge of:

46. Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

Other units of competence relevant to the work role should be assessed in conjunction with this unit. This may include:

- SUGZPCI2A Operate a process control interface

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Boiler and related equipment. This includes fuel supply, grate cleaning and ash removal systems
- Relevant codes and standards
- Operating procedures and related advice on equipment operation
- Personal protective clothing and equipment
- Communication systems and equipment
- Housekeeping standards and procedures
- Workplace information recording systems, requirements and procedures

Assessment requirements

Boiler operators holding a ticket in Basic Boiler Operation from the relevant state regulatory authority will be granted equivalence in this unit SUGPOBB2A Operate a boiler- basic for the purpose of issuing a qualification.

SUGPWWT2A Operate a waste water treatment system

Unit descriptor

This is a Specialist unit. It covers the skills and knowledge required to operate waste water treatment systems to comply with workplace requirements, trade waste agreements and site environmental authority.

Element	Performance criteria
1. Prepare the waste water treatment process for operation	<ul style="list-style-type: none">1.1 Chemicals and test equipment are available and ready for use1.2 Services are confirmed as available and ready for operation1.3 Pre-operational checks are conducted1.4 Instrumentation and test equipment is calibrated to manufacturer's specifications to meet workplace requirements1.5 Health and safety hazards / maintenance requirements are identified and reported to appropriate personnel according to workplace reporting procedures
2. Operate and monitor the waste water treatment process	<ul style="list-style-type: none">2.1 The waste water system is started up according to company procedures2.2 Plant is operated within limits of manufacturer's specifications to meet workplace requirements2.3 Equipment is monitored to confirm operating condition2.4 Waste water quality is monitored, tested and adjusted as required to meet water standards as defined by site licence2.5 First flush systems are operated during rainfall events2.6 The workplace meets housekeeping standards

- | | |
|---|--|
| 3. Analyse and respond to abnormal performance | <ul style="list-style-type: none">3.1 Water condition and plant operating conditions are analysed to identify causes of abnormal performance3.2 Corrective action is taken in accordance with workplace procedures in response to Hazards, out-of-specification test results and/or plant performance3.3 Emergency procedures are implemented as required according to workplace procedures and manufacturer's recommendations |
| 4. Handover waste water treatment system | <ul style="list-style-type: none">4.1 Workplace records are maintained in accordance with statutory requirements and workplace procedures4.2 Handover is carried out according to workplace procedure4.3 Waste water treatment operators are aware of system status and related equipment at completion of handover |
| 5. Shutdown the waste water treatment system | <ul style="list-style-type: none">5.1 The waste water treatment system is shut down according to workplace procedures5.2 The waste water treatment system is prepared for storage in shut down mode5.3 Maintenance requirements are identified and reported according to workplace reporting procedure |
-

Range statement

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

- Work is carried out in accordance with company policies and procedures, manufacturer's recommendations, legislative requirements, site licenses and trade waste service agreements and industrial awards and agreements. Legislation refers to environmental acts and regulations
- Workplace information can include Standard Operating Procedures (SOPs) and manufacturer's specifications
- Equipment may include screens, ph correction, oil/grease skimmers, settling and treatment ponds, aeration units, lagoons, first flush systems and wetlands, pumps and valves
- Confirming equipment status involves conducting relevant pre-start checks, confirming that cleaning and calibration standards are met, all safety guards are in place and equipment is operational

- Operation and monitoring of equipment and processes may require the use of control panels and systems
- Typical tests may include pH, solids, colour/turbidity, flow rate, settling rate, settled volume, DO and BOD/COD levels
- Work may require the ability to work within a team environment
- Information systems may be equipment-based or remote from the treatment plant

Evidence guide

The assessment process must address all of the following items of evidence.

Ability to:

1. Access workplace information to identify waste treatment requirements
2. Select, fit and use personal protective clothing and/or equipment
3. Confirm services are available and equipment is clean and ready for operation
4. Handle chemicals safely. This includes following correct preparation, handling and storage procedures and use of appropriate protective clothing and equipment
5. Conduct pre-start checks
6. Liaise with other work areas as required
7. Demonstrate wastewater system operating procedures in both manual and automatic modes
8. Demonstrate first flush system operating procedures in both manual and automatic modes
9. Monitor waste water system operation. This typically includes monitoring:
 - chemical addition rates and residuals
 - temperatures
 - flow rates
 - equipment condition including calibration of instruments.
 - tests as required
 - dissolved oxygen levels
 - pH
 - levels
10. Conduct water quality tests
11. Take corrective action in response to out-of-specification results or non-compliance
12. Monitor supply and quality of waste water to and from the process
13. Report and/or record corrective action as required
14. Demonstrate emergency procedures to control chemical spills or other major incidents relevant to the workplace
15. Demonstrate shift handover procedure

16. Demonstrate an operational shut down procedure
17. Maintain workplace records to meet the requirements of the workplace and site environmental authority
18. Maintain work area to meet housekeeping standards

May include ability to:

19. Use process control systems

Knowledge of:

20. Relevant state OHS legislation, environmental acts and policies, standards and codes of practice relating to work responsibilities. This includes awareness of standards set out in site license arrangements
21. Safe work procedures including awareness of health and safety hazards related to waste water system operation and associated control measures. Hazards typically include handling chemicals, manual handling and flammable gases
22. Hierarchy of hazard control measures
23. Purpose and limitations of protective clothing and equipment
24. Methods used to render equipment safe to inspect, maintain and/or clean including lock-out, tag-out and isolation procedures
25. Water cycles for trade waste, storm water and sewerage including sources and flow patterns
26. Purpose and standards required by environmental agreements and responsibilities
27. Company policy relating to environmental performance
28. Consequences of non-conformance
29. Waste characteristics and treatment methods
30. Sampling and test procedures as appropriate
31. Purpose of chemicals used
32. Purpose of first flush systems and their relationship with the wastewater treatment system
33. Operating requirements and parameters
34. Water quality sampling and test procedures. This includes purpose of test and safe use, care and storage of relevant test equipment, interpretation and recording of results
35. Typical causes of non-conforming water quality and corrective action required
36. Equipment purpose and basic operating principles of waste water treatment equipment and methods
37. Requirements of both operational and long term shut down conditions to ensure the equipment is left in a safe state for the period of the shutdown and to minimise any delays in future start up

- 38. Housekeeping standards for the work area
- 39. Reporting and recording systems. This includes both statutory and workplace requirements

May include knowledge of:

- 40. Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

Other units of competence relevant to the work role should be assessed in conjunction with this unit. This may include:

- SUGZPCI2A Operate a process control interface

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Waste water treatment systems and related chemicals
- Test equipment
- Relevant advice on environmental agreements
- Operating procedures and related advice on equipment operation
- Personal protective clothing and equipment
- Communication systems and equipment
- Housekeeping standards and procedures
- Workplace information recording systems, requirements and procedures

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

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.

Element

Elements define the critical outcomes of a unit of competency.

1. Determine focus of assessment

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.

- 1.1 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 <i>assessment strategy</i> is accessed and used to guide the development of the assessment plan, where applicable |
| | 1.3 | The <i>benchmarks for assessment</i> are identified/confirmed and accessed |
| 2. Prepare the assessment plan | 2.1 | The assessment benchmarks are interpreted to determine the <i>evidence</i> and <i>types of evidence</i> needed to demonstrate competency in accordance with the <i>rules of evidence</i> |
| | 2.2 | Where competency standards are used as benchmarks, <i>all component parts of the competency standards</i> , are addressed in defining and documenting the evidence to be collected |
| | 2.3 | Any <i>related documentation</i> to support planning the assessment process is accessed and interpreted |
| | 2.4 | <i>Assessment methods</i> and <i>assessment tools</i> are <i>selected/confirmed</i> which address the evidence to be collected in accordance with the <i>principles of assessment</i> |
| | 2.5 | Specific <i>material and physical resources</i> 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 <i>assessment plan</i> is documented |
| | 2.8 | The assessment plan is confirmed with <i>relevant personnel</i> |
| 3. Contextualise and review assessment plan | 3.1 | <i>Characteristics of the candidate/s</i> and any allowances for <i>reasonable adjustments and/or specific needs</i> are identified/clarified with relevant people and documented |
| | 3.2 | Where required, competency standards are <i>contextualised</i> , to reflect the operating environment in which assessment will occur, in accordance with <i>contextualisation guidelines</i> |

- 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
- 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 *assessment strategy* is a documented framework to guide and structure assessment arrangements for a vocational

- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification, where part of a Training Package

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:

- 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
- 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

The *rules of evidence* guide the evidence collection process to ensure evidence is:

- 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

Related documentation may include:

- 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
- 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
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

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 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

Material and physical resources may include:

- fairness
- 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, policies 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
- cultural background images/perceptions
- age
- gender

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

- ANTA Guidelines on Training Package Contextualisation

relate to:

- 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
- rationale 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

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

- interviews (face-to-face or telephone)

include:

- 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:
 - 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)	<ul style="list-style-type: none">• making adjustments to assessment tools• preparing/storing the assessment plan
Products that could be used as evidence include:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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
- Specific evidence requirements must include:**
- 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
- 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

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| | 3.6 | Any occupational health and safety (OHS) risk to person or equipment is <i>addressed</i> immediately |
| 4. Make the assessment decision | 4.1 | <i>Limitations</i> 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: <ul style="list-style-type: none"> – encompasses <i>all component parts of the competency standards</i> and the dimensions of competency (where competency standards are the benchmarks for assessment) – addresses other <i>related documentation</i> – complies with the rules of evidence |
| | 4.3 | <i>Judgement</i> 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 <i>action plan</i> 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 <i>assessment report</i> is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements |
| | 5.3 | <i>Recommendations</i> for follow up action are submitted to relevant people, where required |
| | 5.4 | <i>Other relevant parties</i> 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 <i>criteria</i> in <i>consultation</i> 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, policies 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

Organisational/legal/ethical requirements may include:

- 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

- 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

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

include:

- 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

All component parts of the competency standards refers to:

- 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

Recommendations may include:

- recommendation to support training and/or assessment in new areas of competency
- recommendations in the action plan
- reassessment
- appeal implications

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
- OHS responsibilities associated with assessing competence such as:

Required skills and attributes include:

- 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• identifying and confirming resource requirements
Solving problems (2)	<ul style="list-style-type: none">• applying reasonable adjustment to assessment activities to suit candidates with specific needs• maintaining effective relationships with candidates and other relevant personnel
Using technology (1)	<ul style="list-style-type: none">• recording the assessment decision and following reporting procedures
Products that could be used as evidence include:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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.*

TAAASS403A Develop assessment tools

Unit Descriptor	This unit specifies the competence required to develop assessment tools.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.</p> <p>The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.</p> <p>The availability of well-designed assessment tools is essential for assessment. Both this unit and <i>TAAASS404A Participate in assessment validation</i> address reviewing assessment tools as an outcome. This review can occur as part of assessment tool development. It can also occur as part of a validation exercise which may be carried out before and after use of the assessment tool.</p> <p>The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). <i>TAADES401A Use Training Packages to meet client needs</i> addresses this skill in depth.</p> <p>The competence specified in this unit is typically required by assessors, learning resource/product developers, and training and/or assessment consultants.</p>

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. <i>Italicised</i> terms are elaborated in the Range Statement.
1. Determine the focus of the assessment tool	<p>1.1 The <i>target group of candidates</i> and the <i>purpose/s</i> and <i>context/s</i> of assessment are identified/clarified</p> <p>1.2 The relevant <i>benchmarks for assessment</i> are accessed and interpreted to establish the <i>evidence</i> required to demonstrate competency</p>

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| | 1.3 | Where competency standards form the assessment benchmark/s, <i>all component parts of the competency standards</i> are interpreted and, where relevant, these standards are <i>contextualised</i> to meet <i>organisational/legal/ethical requirements</i> , in accordance with <i>contextualisation guidelines</i> |
| | 1.4 | Other <i>related documentation</i> is identified to inform assessment tool development |
| 2. Determine assessment tool needs | 2.1 | <i>Assessment methods</i> are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the <i>principles of assessment</i> |
| | 2.2 | Nominated assessment methods enable candidates to show or support their claim for <i>recognition of current competency</i> |
| | 2.3 | Different <i>instruments</i> for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills |
| 3. Design and develop assessment tools | 3.1 | Specific instruments are developed to address the evidence to be collected based on devising assessment activities which: <ul style="list-style-type: none"> – meet the competency standards – reflect the principles of assessment – incorporate principles of access and equity – meet the <i>rules of evidence</i> – provide choice, where appropriate – are sequenced to reflect competency development in a learning and assessment pathway – are user-friendly – reflect the assessment environment – are practicable |
| | 3.2 | <ul style="list-style-type: none"> • Assessment instruments are developed using appropriate: <ul style="list-style-type: none"> – style and format – language, literacy and numeracy – sensitivity to audience diversity – visual and aural representation – media |

- | | | |
|---|-----|--|
| | 3.3 | Clear and specific <i>procedures</i> instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented |
| | 3.4 | Relevant <i>assessment system policy and procedures</i> requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures |
| 4. Review and trial assessment tools | 4.1 | Draft assessment tools are checked against <i>evaluation criteria</i> and amended, where necessary |
| | 4.2 | Draft assessment tools are <i>trialled</i> to validate content and applicability |
| | 4.3 | <i>Feedback</i> from <i>relevant people</i> involved in trialling is collected and documented |
| | 4.4 | Amendments to the final tools are made based on analysis of feedback, where required |
| | 4.5 | Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical 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.

Assessment tools contain:

- 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 the conditions for assessment

Target group of candidates may

- broadly based or specifically targeted

be:

- drawn from range of backgrounds
- defined industry or organisation
- trade- or profession-based
- defined by training arrangement, e.g. apprenticeship
- defined by specific needs
- defined by funding body requirements such as apprentice/trainee, unemployed, English language learner

Purpose/s of assessment may be to:

- 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

Context/s 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
- assessment under 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

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

All component parts of the competency standards include:

- Elements
- Performance Criteria
- Range Statement including:
 - contextualisation
 - link to knowledge and enterprise requirements
 - focus of assessment
 - underpinning language, literacy and numeracy requirements
 - areas of contextualisation
 - any links to knowledge and enterprise requirements
 - range of contexts/conditions to be met in assessment
- 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, for example:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills

Contextualised means:

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Organisational/legal/ethical requirements may include:

- assessment system policies and procedures
- industrial relations systems and processes, awards/enterprise agreements
- licensing/legal ramifications of assessing competence
- reporting, recording and retrieval systems for assessment
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*, in particular Standard 8, RTO Assessment
- registration scope
- human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
 - ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates
 - ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials
 - identifying hazards and relevant risk control procedures associated with the assessment environment

Contextualisation guidelines relate to:

- ANTA Guidelines on Training Package contextualisation
- relevant Training Package contextualisation guidelines

Related documentation may

- requirements set out in the Assessment Guidelines of the relevant Training Package/s

include:

- 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
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Assessment methods are the particular techniques used to gather 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 or written examinations (applicable at higher AQF levels)
- portfolios, for example:
 - collections of work samples compiled 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

Recognition of current competency means:

- 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

Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:

- oral and written questions
- observation/demonstration checklists
- projects, case studies, scenarios
- candidate self-assessment guides
- recognition portfolios
- workplace portfolios
- simulation activities
- definition of relevant workplace documents
- a profile of acceptable performance measures
- templates/proformas
- evidence/observation checklists
- checklists for the evaluation of work samples

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

Procedures guide the application of the assessment instruments and may include:

- instructions for the candidates
- instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of the tools
- guidance for the development or review of decision making process

- guidance on reasonable adjustments
- specified variations or restrictions on the tools
- rules for verifying assessment decisions
- OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms
- information on access and equity considerations

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

Evaluation criteria may include:

- effectiveness and relevance to the competency standards
- whether the assessment tool meets the principles of assessment
- whether the assessment tool meets the rules of evidence

- whether the assessment tool is appropriate to selected assessment methods
- whether the assessment tool is appropriate to the target group/assessment context
- whether the assessment tool provides guidance on reasonable adjustments
- whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements
- whether the assessment tool enables the candidate to demonstrate current competency
- level of engagement and direct participation of candidates
- appropriateness of language and literacy used for intended audience
- clarity
- simplicity/ease of use/practicability
- inclusivity/avoidance of bias
- guidance on reasonable adjustments
- cost effectiveness

Trialled may involve:

- expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark
- field or pilot testing with groups of assessors and candidates
- review of OHS considerations
- peer review by assessors in the relevant industry
- workshoping with assessors and other key stakeholders in the relevant industry sector

Feedback may relate to:

- reliability, flexibility, validity and fairness
- relevance to workplace context
- content accuracy
- ease of use
- cost/time effectiveness for candidates and assessors
- language, literacy and numeracy requirements in terms of the relevant competencies

Relevant people may include:

- managers
- supervisors
- technical and subject experts, including OHS, English language, literacy and numeracy specialists
- training and assessment coordinators

- industry regulators
- union and employer representatives
- members of professional associations
- state/territory registering body

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 assessment tools that support different assessment methods and which address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Evidence Requirements

Required knowledge includes:

- competency-based assessment including:
 - vocational education and training as a competency-based system
 - assessment is criterion referenced/distinction to norm referenced assessment
 - criteria 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 is an assessment only pathway and a learning and assessment pathway
- the principles of assessment and how these principles are applied in developing assessment tools

- what is evidence, different types of evidence and rules of evidence
- what are the different purposes of assessment
- different assessment contexts and relationship with developing assessment tools
- how to interpret competency standards, including components of competency and dimensions of competency
- what is the meaning of contextualisation of competency standards and what are contextualisation guidelines
- what are Assessment Guidelines of Training Package/s and what information in Guidelines is relevant to developing assessment tools
- different assessment methods, their purposes and uses
- what are assessment tools including:
 - what do they comprise
 - different types of assessment instruments and procedures
 - relationship to assessment methods
 - how tools support the assessment process
- different assessment tool design for different purposes including:
 - styles
 - format
 - media
 - presentation
- what is recognition of current competency – designing an assessment tool for recognition of current competency
- evaluation methodologies appropriate to the trial and review of assessment system tools
- principles of reasonable adjustment
- relevant workplace information including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation for example:

- copyright and privacy laws in terms of electronic technology
- security of information
- plagiarism
- Training Packages/competency standards/other relevant assessment documentation
- licensing requirements
- considerations of access and equity
- 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
- relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content

Required skills and attributes include:

- analysis and interpretation skills to:
 - unpack and interpret competency standards
 - analyse work functions
 - review/evaluate the assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to order to develop different assessment tool designs
- research and evaluation skills to:
 - evaluate units of competency to determine appropriate evidence requirements
 - evaluate different environments, target group needs and special circumstances for assessment
 - evaluate assessment tools on the basis of trials and feedback
- literacy and communication skills to:
 - read and interpret relevant information to determine evidence requirements
 - give clear and precise information/instructions

- receive and interpret feedback on assessment tools
- prepare required documentation using clear and comprehensible language; using a layout appropriate to the audience and competency standard as it is applied in the workplace
- editing and proofreading skills to:
 - modify and validate assessment tools
- balancing different needs and demands
- attributes, including:
 - capacity to think logically and clearly in order to develop tools
 - willingness to encourage, accept and utilise feedback

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 processes with stakeholders and establishing evidence requirements
- listening to and translating feedback into the design of assessment tools
- obtaining ideas and information from trialling the assessment tool, and improving the assessment tool as appropriate

Collecting, analysing and organising information (2)

- locating information used to assist in interpreting evidence requirements
- analysing documents for relevant information in developing the assessment activities
- analysing feedback as part of the review process
- collecting information to determine what the candidate's needs are and the context in which the assessment will take place

Planning and organising activities (2)

- constructing a plan and timetable for developing assessment tools

	<ul style="list-style-type: none">• using a variety of strategies for planning and reviewing own work by self and others• planning and implementing a trial of assessment tools
Working in a team (2)	<ul style="list-style-type: none">• collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback on the assessment tool
Using mathematical ideas and techniques (1)	<ul style="list-style-type: none">• estimating cost of evidence gathering strategies• evaluating cost/time effectiveness of tools• applying statistical evaluative procedures to assessment items after trialling
Solving problems (2)	<ul style="list-style-type: none">• identifying any influences that may affect or bias assessment decisions• identifying and overcoming any barriers to evidence gathering processes in regard to assessment principles, and candidate's and organisation's context
Using technology (2)	<ul style="list-style-type: none">• designing and formatting the assessment tool
Products that could be used as evidence include:	<ul style="list-style-type: none">• a plan for developing the assessment tools• draft assessment tools including instruments and related procedures• documents demonstrating version control• reports on the trialling of the assessment tools, including any proposed changes• identified amendments addressing trial/review outcomes• final assessment tools
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how competency standards and other documents were interpreted• how the target group was identified• why certain instruments were developed• how the assessment tools meet the components of competency for the target group and why• how the assessment tools were reviewed
Resource implications for assessment include:	<ul style="list-style-type: none">• access to competency standards and other relevant assessment documentation• access to workplace documentation• access to environment and resource needs• cost/time considerations

The collection of quality evidence requires that:

- access to assessors, candidates and appropriate assessment contexts for trial/review
- 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

Specific evidence requirements must include:

- evidence of the development and trialling of new assessment tools that support a range of different assessment methods
- the tools must address at least three units of competency or accredited curricula, packaged in qualifications at different AQF levels
- the processes used to trial and review the tools, including feedback obtained from relevant personnel
- documentation setting out the specific instruments and procedures that have been developed

Integrated assessment means that:

- This unit can be assessed alone or as part of an integrated assessment activity involving relevant units. The following units are suggested:
 - *TAAASS401A Plan and organise assessment*
 - *TAAASS402A Assess competence*
 - *TAAASS404A Participate in assessment validation.*

TAAASS404A Participate in assessment validation

Unit Descriptor

This unit specifies the competence required to participate in an assessment validation process.

Competency Field

Assessment

Application of the Unit

Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

Validation forms part of the quality systems of the *training/ and/or assessment organisation* (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.

Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).

Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.

This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process – that function is addressed in *TAAASS501A Lead and coordinate assessment systems and services*.

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.

Achievement of this unit requires competence in conducting assessment. Therefore *TAAASS402A Assess competence* is a prerequisite/co-requisite unit.

Interpretation of the effectiveness of the assessment plan and selected/modified assessment tools also forms part of this unit of competency. Therefore, competence in the following units is also highly recommended.

- *TAAASS401A Plan and organise assessment*
- *TAAASS403A Develop assessment tools*

The competence specified in this unit is typically required by assessors, lead assessors, training and/or assessment consultants.

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. Prepare for validation

- 1.1 The *purpose, focus* and *context* of validation is confirmed and discussed with *relevant people*
- 1.2 The *approach to validation* is discussed and confirmed in accordance with the defined purpose/s, context, relevant *assessment system policies* and *procedures* and *organisational/legal/ethical requirements*
- 1.3 Relevant *benchmarks for assessment* are analysed and the *evidence* needed to demonstrate that competency is collectively agreed
- 1.4 Any *related documentation* relevant to validation proceedings is identified and collectively agreed
- 1.5 *Material/s* to be used in validation sessions are obtained, read and interpreted and *validation activities* collectively agreed

2. Contribute to validation process

- 2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications skills
- 2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of:
 - the overall *assessment process*
 - *assessment plans*
 - interpretation of competency standards or other benchmarks for assessment
 - selection and application of *assessment methods*
 - selection and use of *assessment tools*
 - the collected evidence
 - assessment decisions including the exercise of *judgement*

- | | | |
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| | 2.3 | The review, comparison and evaluation is undertaken in accordance with the <i>principles of assessment</i> and <i>rules of evidence</i> |
| | 2.4 | All documents used in the validation process are checked for accuracy and version control |
| 3. Contribute to validation outcomes | 3.1 | Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of assessment |
| | 3.2 | <i>Recommendations</i> to improve assessment practice are discussed, agreed and recorded |
| | 3.3 | Changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities, are 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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Purpose and focus of validation

- as part of organisational quality assurance processes

may include:

- to address an identified area of risk in assessment practice and quality
- to demonstrate compliance with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
- to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks
- to provide evidence for external audit
- to provide evidence for internal audit
- to improve assessment practices
- to evaluate the quality of assessment tools
- to provide professional development
- to increase assessor confidence
- to determine whether different assessors using the same tools collect the same types and levels of evidence
- to determine whether different assessors interpret the same evidence similarly
- to determine whether assessment decisions reflect the principles of assessment and rules of evidence

Context of validation may include:

- internal to the organisation, e.g. same site or across sites
- external to the organisation, e.g. in a industry, region, city, state, assessor network
- through licensing or similar body
- with co-assessors
- with peers/colleagues from other training and/or assessment organisations

Relevant people must include:

- other assessor/s involved in the validation exercise

Relevant people may include:

- lead assessors
- managers, supervisors
- technical and subject experts, including occupational health and safety (OHS) experts and language, literacy and numeracy specialists
- personnel or partners with responsibilities for input into the quality assurance system
- training and/or assessment coordinators
- industry clients
- industry regulators
- employee and employer representatives
- members of professional associations

- personnel from a state or territory registering body
 - independent validators
- Approach to validation may include:*
- assessment panels
 - moderation meetings
 - collectively developing/reviewing banks of assessment tools and exemplars
 - benchmarking
 - field testing, trialling and piloting assessment tools
 - peer review
 - team assessment
 - internal audit process
 - client feedback mechanisms
 - mentoring of less experienced by more experienced assessors
 - use of independent assessment validator to review validation processes
- 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

Organisational/legal/ethical requirements may include:

- legal and ethical responsibilities of assessors
- assessment system policies and procedures
- reporting, recording and retrieval systems for assessment, including documenting the agreed approach to validation
- 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
- access and equity policies and procedures
- collaborative/partnership arrangements
- policies, procedures and programs
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- AQTF Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessment
- registration scope
- human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- 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

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

Related documentation may include:

- 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
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Material/s may include:

- assessment tools
- samples of collected evidence
- documentation outlining the basis of assessment decisions
- reports/records of assessment decisions
- validation templates
- validation checklists
- assessment exemplars and competency standards
- sampling techniques
- banks of assessment tools
- survey proformas

Validation activities may include:

- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues, difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools

- reviewing and interpreting Assessment Guidelines
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcomes

Assessment process is defined as:

- key steps involved in the assessment cycle

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, policies and procedures

Assessment methods are the particular techniques used to gather 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, for example, on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral or written examinations (applicable at higher AQF levels)
- portfolios, for example:
 - collections of work samples compiled 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

Assessment tools contain:

- 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 the conditions for assessment

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

Principles of assessment are:

- validity

- reliability
 - flexibility
 - fairness
- Rule of evidence are:*
- validity
 - sufficiency
 - currency
 - authenticity
- Recommendations for improvement may include:*
- ongoing professional development strategies for assessors
 - changes to assessment system policies and procedures
 - changes to assessment strategies
 - changes to assessment plans
 - changes to selected assessment methods
 - changes/development of new assessment tools
 - improved records management
 - changes to assessment resources
 - instigation of/changes to partnership arrangements
 - improvements to evidence collection
 - provision of additional information for assessors/candidates
 - greater advice/support/supervision of assessors
 - exemplars
 - liaison with technical experts/specialist support

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 actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities.

The evidence provided must: explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

Evidence Requirements

- Required knowledge includes:**
- what is competency-based assessment including
 - 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
 - how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
 - the components of competency
 - assessment of Key Competencies, dimensions of competency and OHS requirements
 - Training Package Assessment Guidelines
 - the qualification level of units
 - Australian Qualifications Framework Guidelines including characteristics of AQF levels
 - different assessment methods and which methods may be appropriate and relevant to different units/ different parts of individual units
 - different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why
 - what are the principles of assessment and how they guide assessment and validation processes

- what are the rules of evidence, why are they important, particularly in a validation context
- the various reasons for carrying out validation and the different approaches to validation that may be appropriate:
 - before assessment
 - during assessment
 - after assessment
- the critical aspects of validation, including validation of:
 - assessment processes
 - methods and tools
 - the collected evidence leading to assessment decisions
 - assessment decisions
- different aspects of quality systems such as:
 - local/relevant strategies to meet the AQTF
 - continuous improvement systems
 - quality assurance policies and processes
 - Assessment system policies and procedures
 - records management systems
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - Training Packages/competency standards/other assessment benchmarks
 - licensing requirements
 - providing accurate information
 - meeting environmental standards
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment

Required skills and attributes

- research skills to:

- access and analyse relevant documents for validation
 - use a range of source documents to access information for validation
- evaluation/revision skills to:
 - determine evidence requirements from competency standards
 - review assessment process
 - review assessment methods and tools
 - review collected evidence
- literacy skills to:
 - read and understand the documents relevant to validation
- observation skills to:
 - evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements
 - identify where improvements to the assessment process can be made
- communications and interpersonal skills to:
- effectively participate and contribute to validation activities and sessions
- collaborate with colleagues
- seek and receive feedback on assessment practice
- share sensitive information
- maintain confidentiality of sensitive information
- gain and maintain trust of colleagues
- provide advice and support to colleagues
- planning skills to:
 - participate within agreed timeframes
- problem solving skills to:
 - identify information that is inconsistent, ambiguous or contradictory
 - suggest/confirm recommendations for improvements 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)

- actively contributing to validation sessions with assessors and other relevant people
- recommending improvements to future processes

Collecting, analysing and organising information (3)

- using established processes to source and collate samples of evidence and assessment outcomes
- locating quality assurance procedures
- analysing competency standards to evaluate evidence requirements

Planning and organising activities (3)

- making time to participate in validation activities
- collecting and collating samples of evidence and tools

Working in a team (2)

- listening to others and translating feedback into recommendations for assessment responsibilities
- participating in validation meetings/sessions to discuss and review assessment instruments and processes

Using mathematical ideas and techniques (2)

- preparing and presenting validation findings within agreed timeframe

Solving problems (2)

- systematically analysing relevant assessment documents to identify strengths and/or weaknesses
- monitoring own assessment activities to promptly address any concerns
- suggesting recommendations and improvements to assessment tools

Using technology (2)

- communicating, sourcing, reviewing and documenting information
- formatting reports

Products that could be used as

- recommendations as a result of reviewing assessments, and why

evidence include:

- evaluations of the quality of assessment tools against the identified competency standards
- evaluations of the evidence collected against identified competency standards, and whether it meets the rules of evidence
- suggested recommendations discussed for modification

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted and evidence requirements identified
- how assessment decisions were evaluated
- how assessment feedback was collated and evaluated
- what contribution was made to validation activities

Resource implications for assessment include:

- access to competency standards and other related assessment documentation
- access to completed assessment tools
- access to assessment reports/records
- access to suitable assessment validation venue/equipment
- access to a validation group
- access to relevant workplace documentation
- cost/time considerations
- meeting personnel requirements retime management

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
- Specific evidence requirements must include:**
- active participation in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
 - clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors
 - collation of all documentation relating to the validation process in a logical manner
 - demonstration of communications and liaison with relevant people
 - provision of feedback and interpretation of documentation in validation sessions
 - record of contribution to validation findings
- 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.

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**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. 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

- hazards and their means of control

(OHS) procedures may include:

- 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)	<ul style="list-style-type: none">• ensuring correct numbers of resources and materials are available
Solving problems (1)	<ul style="list-style-type: none">• dealing with group conflict• working with unreliable resources
Using technology (1)	<ul style="list-style-type: none">• using computers to source information or store records• using equipment for demonstration
Products that could be used as evidence include:	<ul style="list-style-type: none">• video/observation of a demonstration/instruction• learner evaluations• peer evaluations
Processes that could be used as evidence include:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• materials required for instruction/demonstration• technology required for instruction/demonstration• learning activities
The collection of quality evidence requires that:	<ul style="list-style-type: none">• 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.*

TAADEL401A Plan and organise group-based delivery

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Competency Field

Delivery and Facilitation

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in *TAADES402A Design and develop learning programs*.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in *TAADEL402A Facilitate group-based learning*. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a 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. Other units in the Delivery and Facilitation Field of the TAA04 Training and Assessment Training Package address other modes of delivery and learning contexts.

Throughout this unit the 'learner' refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

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. Interpret the learning environment and delivery requirements

- 1.1 The *learning context* is established and the *organisational arrangements* for delivery are confirmed
- 1.2 The *learning program* documentation is accessed, read and interpreted to determine delivery requirements
- 1.3 Group and individual *learning needs* and *learner characteristics* are identified using available *information and documentation*
- 1.4 *Processes* to identify *learner support requirements* are undertaken
- 1.5 *Constraints* and *risks* to delivery are identified and assessed
- 1.6 *Personal role and responsibilities* in the planning, delivery and review of training are confirmed with *relevant personnel*

2. Prepare session plans

- 2.1 Specific *learning objectives* and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners
- 2.2 Ideas for managing the delivery are generated using knowledge of *learning principles and learning theories* and reflect the learning needs and characteristics of the group
- 2.3 Existing *learning resources, learning materials* and documented *learning activities* identified in the learning program are evaluated and selected for use in the specific delivery context
- 2.4 *Session plans* are developed and documented for each segment of the learning program to be addressed

3. Prepare resources needed for delivery

- 3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
- 3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and *learner styles* of individuals and the group

- 3.3 All learning materials required by learners are finalised and organised in time for delivery
- 3.4 *Specific facility, technology and equipment needs* for each session are identified and organised in time for delivery
- 3.5 *Additional resourcing to meet identified learner support needs* is identified and organised, where required, in time for delivery
- 3.6 The overall *delivery plan* is confirmed with relevant 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. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Learning context includes:

- where the learning will occur, for example:
 - in the workplace
 - in a simulated work environment
 - in the training room/classroom
 - in specialist environments – e.g. laboratory/computer room
 - in an external venue
 - in an internal venue
 - in a community setting

Organisational arrangements may include:

- finalising specific location/s or venue/s for delivery
- coordinating locations
- enrolment procedures
- scheduling requirements
- size of group
- special equipment or technology needs
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks
- allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to work practice environment

A learning program may include:

- a subset of a learning strategy
- a short course/vocational program

- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship/traineeship
- a short-term development plan developed by a coach
- a short-term induction program

A 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 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

Learning needs may be:

- a competency or group of competencies
- aspects of competency such as skills, knowledge or technical applications
- skills in operating specific equipment
- generic skills development
- personal development and growth
- English language, literacy and numeracy
- underpinning skills

Learner/s refers to:

- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- apprentices/trainees
- individuals learning new skills/knowledge

	<ul style="list-style-type: none">• individuals seeking to upgrade skills/knowledge• individuals changing careers• unemployed people• learners who have a disability• members of target groups such as Aboriginal and Torres Strait Islander communities• overseas learners• recent migrants• individuals/groups meeting licensing or other regulatory requirements
<i>Learner characteristics</i> may include:	<ul style="list-style-type: none">• 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
<i>Information and documentation</i> may include:	<ul style="list-style-type: none">• enrolment information• employee/personnel records (confidentiality protected)• results of organisational training needs analyses• outcomes of RCC/RPL assessments• communication with individual learners
<i>Processes</i> may be formal or informal, and may include:	<ul style="list-style-type: none">• analysing learner information on enrolment forms• discussions with learners to identify learning support needs• observation of the learners
<i>Learner support requirements</i> may include:	<ul style="list-style-type: none">• support arrangements for meeting disability needs• support arrangements for meeting cultural needs• support arrangements for meeting language, literacy and numeracy needs
<i>Constraints</i> may include:	<ul style="list-style-type: none">• access to industry experts

- access to workplace
- access to practice opportunities
- cost of training
- time required/available for delivery
- scheduling difficulties
- consideration of appropriate groupings of learners and meeting learner needs/characteristics

Risks may include:

- OHS considerations
- inappropriate location
- inadequate equipment/technology/resources
- capacity to meet learner needs and characteristics

Personal role and responsibilities may include:

- responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
- responsibility for planning and organising provision of a specific number of sessions
- planning and organising the availability of relevant learning materials
- relationships with other trainers/facilitators
- arrangements for assessment
- reporting arrangements

Relevant personnel may include:

- own supervisor
- other trainers/facilitators
- other workplace supervisors
- workplace management
- industry personnel
- OHS representatives
- English language, literacy and numeracy specialists

Learning objectives may relate to:

- competencies to be achieved by learners
- learning outcomes
- individual/group objectives
- generic and/or technical skills

Learning principles include:

- adults have a need to be self-directing

- adults have a range of life experience, and connecting learning to experience is meaningful
- adults have a need to know why they are learning
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- reflecting individual circumstances

Learning theories may include:

- behavioural learning theory
- information processing theory
- cognitive learning theory
- constructivist
- situational
- problem-based
- andragogy
- pedagogy

Existing *learning resources* may include:

- 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
- other published, 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

Learning activities may include:

- discussions
- role-plays
- written activities/tasks
- case studies
- simulation
- audio or visual activities
- demonstration
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace tasks
- research
- problem-based tasks
- thinking skills exercises
- question and answer
- working through self-paced materials
- games

Session plans may include:

- introductions
- 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

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Specific facility, technology and equipment needs may include:

- specific location/room
- availability of appropriate furniture
- adequate lighting
- comfortable seating and temperature
- overhead projector
- computer hardware and software
- video equipment
- audio equipment
- technical machinery/equipment
- working tools
- scientific laboratory and equipment

Additional resourcing to meet identified learner support needs includes:

- providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit
- providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc.
- incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition
- drawing on range of resources from first language, including peer support
- ensuring appropriate physical and communication supports are available
- listening to problems and helping within own area of responsibility and/or knowledge

A *delivery plan* may include:

- building required knowledge and skills using support materials
- 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 and equipment requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

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 planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - learning needs to be learner-centred
 - 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
 - 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
 - adults have a need to be self-directing
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- an introductory knowledge level of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory
- learner profile including characteristics and needs of learner group/learner target group
- learning program design and structure and content
- how to structure and develop session plans
- the availability, types and content of relevant existing learning resources and learning materials
- how to develop new learning materials and learning activities

- the industry area/subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic/subject/unit content
 - specific areas of content knowledge as defined in the learning strategy or learning program
- basic instructional design principles, for example:
 - sequencing information
 - providing opportunities for practise
- different delivery methods and techniques appropriate to face-to-face delivery
- the availability and sources of specific resources, equipment and support services for learners with specific needs
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - OHS
 - 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:

- planning and organisational skills to:
 - reflect the group and individual learning needs and learner characteristics within session plans
 - incorporate relevant/modified learning objectives and assessment methods (where required) in session plans
 - determine the structure and time requirements for each session
 - identify specific facility, technology and equipment needs for each session
- literacy skills to:
 - document the delivery plan, prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - read and interpret learner information
- technology skills to:
 - use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web
- time management skills to:
 - determine time allocations for each part of the session plan
 - determine overall session time
 - determine how many sessions may be required
 - schedule training sessions
- 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 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 information and ideas to relevant personnel in order to confirm the delivery plan
- listening and responding to the needs of learners

Collecting, analysing and organising information (3)

- establishing specific learning objectives and/or assessment methods
- analysing information and documentation to determine group and individual learning needs and learner characteristics
- analysing the learning context

Planning and organising activities (3)

- identifying and planning appropriate learning activities
- identifying and organising learners' support requirements

Working in a team (2)

- collaborating with peers, industry or workplace personnel
- 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 potential/real constraints in planning the group-based learning delivery
- ensuring training delivery meets the needs of learners

Using technology (2)

- using a range of electronic equipment and resources to develop activities and delivery plans
- using a range of electronic equipment and resources to deliver training

Products that could be used as evidence include:

- documented delivery plan
- individual session plans forming part of the delivery plan

	<ul style="list-style-type: none">• feedback forms from learners on quality/effectiveness of delivery planning• modified/contextualised learning resources and learning materials• new learning materials and documented learning activities
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how the learning program was interpreted• how responsibilities were identified and clarified• why sessions were planned as documented• how ideas for delivery were generated• how individual learning needs were managed in the planning and organising process
Resource implications for assessment include:	<ul style="list-style-type: none">• access to relevant learning programs• access to relevant learning resources and learning materials• access to real or simulated learning environment that addresses organisational requirements of this unit
The collection of quality evidence requires that:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• the ability to transfer skills to different training environments and learner groups• evidence of the preparation of a minimum of two delivery plans:

Integrated assessment means that:

- one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
- one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery
- 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:
 - *TAADEL402A Facilitate group-based learning*
 - *TAADES402A Design and develop learning programs.*

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.

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 an environment conducive to group learning

- 1.1 The *learning program* and *delivery plan* are read and interpreted to identify and confirm delivery requirements for the specified session
- 1.2 Availability of *all resource needs* is confirmed prior to commencement of session/s
- 1.3 Outcomes of *learner recognition processes* are obtained from *relevant persons* to provide flexible responses to *individual learner needs*
- 1.4 The learning program/segment of the learning program is introduced and *objectives, expectations and requirements* including occupational health and safety (OHS) are discussed, clarified and agreed
- 1.5 A learning facilitation relationship is established between trainer/facilitator and the group using *appropriate oral communication and language skills* and *interpersonal skills*
- 1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment

2. Deliver and facilitate training sessions

- 2.1 Interactions with learners are based on the application of *learning principles* in accordance with *learner styles* and identified *learner characteristics*
- 2.2 Each training session is conducted in accordance with *session plans* but modified where appropriate to meet the needs of the learners
- 2.3 *All resource requirements* for delivery are addressed and the *diversity* of the group is used as another resource to support learning
- 2.4 *Generic skills* relevant to the learning objectives are addressed in delivery
- 2.5 A range of *delivery methods* are employed and *appropriate technology and equipment* are used as training aids to optimise the learner experience
- 2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required

- | | |
|---|---|
| 3. Demonstrate effective facilitation skills | <ul style="list-style-type: none">3.1 <i>Presentation skills</i> are used to ensure the delivery is engaging and relevant3.2 <i>Group facilitation skills</i> are used to ensure effective participation and group management3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity3.5 <i>Observation skills</i> are used to monitor individual and group progress |
| 4. Support and monitor learning | <ul style="list-style-type: none">4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and <i>unanticipated situations</i>4.3 Learners are encouraged to reflect on personal learning progress4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships4.5 <i>Inappropriate behaviour</i> is managed using <i>conflict resolution and negotiation skills</i> to ensure learning can take place4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements |
| 5. Review and evaluate effectiveness of delivery | <ul style="list-style-type: none">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 appropriate5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented5.3 Trainer/facilitator <i>reflects on own performance</i> in training delivery5.4 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

The *delivery plan* is used by the trainer/facilitator to guide and manage delivery to a group and includes:

- 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

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

Interpersonal skills may include:

- 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

Learning principles include:

- 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

- language, literacy and numeracy requirements

include:

- 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 techniques used to guide, facilitate and support the learning process and may be:

- lock step, learner-paced, mixed pace
- 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
- Reflecting on own performance* may include:
- thinking through the training delivery
 - asking key questions
 - reviewing achievements
 - analysing difficulties

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

Required skills and attributes include:

- 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
 - 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:
 - 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)	<ul style="list-style-type: none">• estimating time required to complete activities• determining timeframe of training delivery
Solving problems (3)	<ul style="list-style-type: none">• managing group and/or individual conflicts• ensuring training delivery meets the needs of learners
Using technology (2)	<ul style="list-style-type: none">• using a range of electronic equipment and resources to deliver training
Products that could be used as evidence include:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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.*

TAADEL502A Facilitate action learning projects

Unit Descriptor

This unit specifies the competency required to facilitate a group to engage in action learning projects.

Competency Field

Delivery and Facilitation

Application of the Unit

Action learning involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.

The group may have come together for a number of reasons. They may be an existing work team or group; a class group; a network or community of practice; or a group brought together to work through a specific project, activity, issue or common interest. Action learning can be integrated into work and contribute to improvements at work.

Facilitating an action learning project requires high-level communication, interpersonal and leadership skills to continuously develop, monitor and evaluate the relevance, group interactions, structure and pace, and learning/work outcomes of the process. These skills are simultaneously used with the learners.

This unit is related to a number of training and management work functions. For example, a trainer/facilitator may use action learning facilitation skills as part of a broader training delivery strategy, or as a process for professional development with peers and colleagues, while a manager may facilitate an action learning project to achieve organisational objectives, such as a change process.

The competency specified in this unit is typically required by trainers/facilitators, teachers, coordinators/managers and consultants.

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. Prepare for action learning

- 1.1 The *needs of the organisation and the learners* are *researched* and confirmed
- 1.2 A *facilitation guide* is developed with *stakeholders*

- 1.3 *Resources* which engender a work-based action learning approach are researched and collated
- 1.4 Information about the *action learning process* is distributed to all learners in the group
- 2. Introduce action learning**
 - 2.1 *An environment conducive to collaboration and safety* is set up
 - 2.2 *Communication and interpersonal skills* are used to welcome and engage the group
 - 2.3 The expectations, knowledge and expertise of individuals in the group are identified and acknowledged
 - 2.4 The *principles of action learning* are explained and discussed
 - 2.5 Anticipated objectives, outputs and outcomes, and evaluation methods are clarified and confirmed
 - 2.6 Resources are introduced and discussed
- 3. Facilitate action learning**
 - 3.1 The group is guided to jointly develop and document an *action plan*, and modify as required
 - 3.2 Sessions are timetabled and *varied activities* are paced to suit the learning needs and *learning styles* of the participants and to maximise participation and engagement
 - 3.3 *Generic skill* development is encouraged through facilitated learning
 - 3.4 The strengths and relationships within the group are observed and extended to drive the learning experience and to maintain group dynamics
 - 3.5 Problem solving, contingency management and time management skills and strategies are used to address issues as they arise
 - 3.6 Information to assist with out of session implementation of action learning is distributed and discussed
- 4. Continuously evaluate action learning**
 - 4.1 The effectiveness of communication within the group is discussed and evaluated
 - 4.2 Learners are supported to *self-assess and reflect* on personal and group learning
 - 4.3 A range of *evaluation methods* is used to periodically evaluate and document progress against the objectives/intended outcomes of the facilitation guide

- | | | |
|---|-----|---|
| | 4.4 | Ongoing evaluations and reflections are synthesised and used to continuously modify or adapt action learning process and individual/group activities, as required |
| 5. Identify ongoing group purpose and sustainability | 5.1 | Learners are supported and encouraged to determine <i>agreed directions and future</i> of the group |
| | 5.2 | Guidance is provided to address group deliberations |
| | 5.3 | The agreed directions and outcomes are defined |
| 6. Facilitate group evaluation | 6.1 | The group's overall evaluation of the action learning process is facilitated against the action plan in line with the agreed evaluation process |
| | 6.2 | The group evaluation is documented and agreed by the group |
| | 6.3 | The group is supported to promote and disseminate outcomes and any outputs/products, as appropriate |
| | 6.4 | All documentation in relation to the action learning project is filed according to organisational requirements |
| 7. Reflect on personal facilitation skills | 7.1 | Feedback from the action learning group and other stakeholders is gathered and analysed |
| | 7.2 | Self-assessment and reflection is carried out to evaluate own performance |
| | 7.3 | Feedback on personal facilitation skills is sought from colleagues or other relevant persons |
| | 7.4 | Feedback is synthesised to determine improvements for future action learning facilitation |

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.

Needs of the organisation and the learners may include:

- implementing relevant aspects of the organisation's strategic or business plans

Research may be undertaken through gathering/reviewing/investigating:

- developing/implementing/embedding new ways of working/improved work practices
- addressing change/developing change management approaches
- increasing team capacity and empowerment
- developing a learning organisation
- educational background and experience in learning
- preferred learning styles
- specific needs for learning
- employment records/performance reviews/supervisors' reports
- organisational goals, reports and plans
- client feedback
- external reports on policies, changing nature of work and new technologies that impact on work
- learner records and information
- issues/areas of need, as discussed with internal/external peers, colleagues and work personnel

A facilitation guide:

- must outline the action learning methodology to be used
- must outline intended objective outcomes, outputs, time lines, budget, and evaluation and promotional strategies
- must identify the needs, interests and expectations of potential learners/group members
- must include proposed evaluation methods
- may require modification following research, feedback and implementation by the group members
- may include assessment criteria
- may be developed by the trainer/facilitator
- may be developed in collaboration with others, e.g. stakeholders/peers/mentors

Stakeholders include:

- persons, other than the learners in the group, influenced by the action learning process, such as:
 - management
 - other employees/workers
 - colleagues
 - other learners
 - clients
 - enterprise/industry partners

Resources may include:

- identified experts, internal/external
- publications/reports
- organisational documents
- communication tools
- flip chart, white board or overhead projector
- location/facility requirements
- travel/accommodation/meeting needs

Action learning process may involve:

- work-based learning
- action research
- communities of practice
- structure or formal networks
- situated learning
- self-defined or self-managed groups

An environment conducive to collaboration and safety includes one where:

- equipment works correctly
- occupational health and safety (OHS) requirements are met
- the venue is welcoming and comfortable
- organisational support is obtained
- behavioural norms are established
- providing an open, warm communication style where effective verbal and body language is used

Communication skills must include:

- demonstrating a capacity to communicate clearly to facilitate the group and each individual
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting participants to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice
- showing respect for learners' expertise/background

Interpersonal skills must include:

- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages
- a learning cycle based on planning, action, reflection and evaluation

Principles of action learning include:

- work-focused
- learning by doing and through action
- learner-directed
- based on mutual expertise, support and stimulation
- open ended solutions
- using learning to act differently
- challenging established models and approaches
- thinking critically

The *action plan* may include:

- the organisational context and objectives
- the action learning methodology being used
- expected outcomes/outputs
- formal learning and work activities
- time lines and number of meetings/sessions
- resources
- agreed evaluation methods
- guiding learners to share their knowledge and expertise

Varied activities may include:

- encouraging critical analyses of practices
- developing common resources/responses/strategies
- using group engagement activities, e.g. problem solving, scenario setting and questioning
- trialling ideas or processes
- reporting on tasks/activities undertaken in the workplace or out of sessions
- using a range of different activities, for example:
 - written activities
 - role-plays
 - audio or visual activities
 - practice or demonstration
 - visits to other organisations, training and/or assessment organisations, worksites

<i>Learning styles</i> include:	<ul style="list-style-type: none">• theorist• pragmatist• activist• reflector• kinaesthetic• auditory• visual
<i>Generic skills</i> may include:	<ul style="list-style-type: none">• Key Competencies, including:<ul style="list-style-type: none">– 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• language, literacy and numeracy skills• asking critical questions about personal performance and answering them objectively and honestly
<i>Self-assess and reflect</i> may include:	<ul style="list-style-type: none">• analysing what worked and what did not work, and why• thinking about and planning for improvement in the future
<i>Evaluation methods</i> may include:	<ul style="list-style-type: none">• formal methods such as surveys and questionnaires• informal methods such as observations, individual and group questioning and discussions• journal/diary• feedback loops
<i>Agreed directions and future</i> may include:	<ul style="list-style-type: none">• identifying areas of further group work• bringing project or group to a close• developing new directions• developing new directions

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 apply organisational, communication, interpersonal and group leadership skills to effectively facilitate a group action learning project.

The trainer/facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes or techniques to maintain the interest of all individuals.

The trainer/facilitator must also demonstrate the ability to ensure all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes within the parameters set by the work objectives.

The trainer/facilitator must maintain relevance of the group discussion and learning to the purpose of the action learning, and assist the group members to learn from each other and their experiences.

Evidence Requirements

- Required knowledge includes:**
- 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
 - adults need to be respected
 - adults prefer learning to be relevant and practical
 - action learning principles, for example:

- a learning cycle based on planning, action, reflection and evaluation
 - work-focused
 - learner-directed
 - based on mutual expertise, support and stimulation
 - open ended solutions
 - using learning to act differently
 - challenging established models and approaches
 - thinking critically
- current and emerging workplace action learning approaches, for example:
 - communities of practice
 - action research
 - structured networks
 - knowledge management theory and practices
- group learning dynamics, for example:
 - degrees of structure and formality
 - forming, storming, norming, performing and terminating
 - stages of development – potential, coalescing, active, dispersed, memorable
- different learning styles and how to encourage and cater for them, for example:
 - theoretical learners
 - pragmatic learners
 - active learners
 - reflective learners
 - kinaesthetic learners
 - audio learners
 - visual learners
- different learning modes or devices, for example:
 - audio-visual technology
 - written information
 - demonstrations
 - practice opportunities
 - group work
- context in which the action learning is taking place, for example:
 - the organisation/industry
 - the site
 - relevant resources, organisational documents, internal/external policies/strategies/reports

- change management models
- evaluation and reflection methods for groups and individuals and their different purposes/outcomes
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - ensuring fairness of learning opportunities
 - industrial relations award and other possible barriers to learning competency standards
 - licensing
 - industry/workplace requirements
 - duty of care
 - 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:

- competent use of required technology, for example:
 - computers
 - audio-visual equipment
 - electronic whiteboard
- literacy skills to:
 - write legibly and clearly
 - develop a facilitation plan
- language skills to:
 - effectively hypothesise, plan and influence others
 - interpret the verbal and non-verbal communication of learners, for example, resistance/reluctance, uncertainty, enthusiasm, confusion and body language
- communication and interpersonal skills to:

- demonstrate an open, respectful, friendly, welcoming attitude
- demonstrate empathy
- make people feel safe and at ease
- encourage learners to succeed at their tasks
- provide positive and negative feedback
- explore ideas in discussion by building on others' ideas to advance discussion, and questioning others to clarify
- acknowledge contribution of each group member
- anticipate the direction of conversation and guide it to maintain relevance
- listen effectively to identify emerging themes/issues/ideas; reiterate and paraphrase information; check for meaning and attitude
- group management skills to:
 - guide group dynamics and ensure fair distribution of comment and participation
 - remain non-judgemental
 - work with conflict
 - remain objective
 - set up boundaries
 - respect physical space
 - maintain enthusiasm and energy
 - manage time
 - keep sessions learner-centred
 - manage inappropriate behaviour
- problem solving skills to:
 - address individual and group difficulties and issues relating to the action learning process
 - maintain group cohesion and direction
 - address contingencies in sessions
 - modify scope/direction/outcomes of the action learning 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 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)

- writing legibly
- providing constructive feedback
- reiterating information
- using question and answer
- listening attentively
- using other communication skills as identified above

Collecting, analysing and organising information (3)

- gathering information about the group
- collecting information throughout the session and using it when relevant to the session
- analysing information to continuously evaluate the sessions with the group
- reflecting on own performance and documenting outcomes

Planning and organising activities (3)

- planning the entire facilitation session
- planning and developing activities to be used through the session
- organising the group for different activities

Working in a team (3)

- monitoring group dynamics
- ensuring fairness and equity in the group
- keeping self out of the centre of the group

Using mathematical ideas and techniques (1)

- maintaining time management

Solving problems (3)

- solving problems that may arise within the group through disagreement or barriers

Using technology (2)

- using computer equipment, audio-visual equipment and overhead projectors, as appropriate

Products that could be used as

- documentation developed during facilitation

evidence include:	<ul style="list-style-type: none">• evaluation information from participants• activities or resources developed for a range of sessions• facilitation plans• action plans• peer assessment documents• audio/video of session• self-reflection diary/journal• journals and notes of learners, within confidentiality requirements
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how group dynamics were maintained and why• how the learners directed the process• how communication skills were used effectively in the session• how learning principles were applied
Resource implications for assessment include:	<ul style="list-style-type: none">• relevant workplace project or activity• sufficient time with the group for completion of action learning process and cycle
The collection of quality evidence requires that:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• a minimum of two action learning cycles with different briefs or project outcomes that enable the outcomes, Performance Criteria, knowledge and skills to be demonstrated

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:
 - *TAADEL401A Plan and organise group-based delivery*
 - *TAADEL402A Facilitate group-based learning*
 - *TAADEL403A Facilitate individual learning*
 - *TAADEL404A Facilitate work-based learning*
 - *TAATAS504A Facilitate group processes.*

TDTA997B Complete and check import/export documentation

Field A Handling Cargo/Stock

DESCRIPTION:

This unit involves the skills and knowledge required to complete import and export documentation including identifying procedures required for documentation for import/export of goods and completing documentation to meet regulatory and workplace requirements.

ELEMENT	PERFORMANCE CRITERIA
1. Identify procedures required for documentation for import/export of goods	<ul style="list-style-type: none"> a. Documents required for goods are identified b. Content requirements for each section of the documentation are applied c. Requirements for permits are identified and implications noted d. Procedures for obtaining clearances including Export Clearance Numbers (ECN) are identified and followed e. Letters of credit are identified and implications of each noted
2. Complete and check documentation to meet regulatory and workplace requirements	<ul style="list-style-type: none"> a. Workplace procedures for authorisations are followed b. Data entry for documents are completed c. Entries are checked to ensure they meet customs and workplace requirements e. Letters of credit are checked to ensure they meet commercial, transport and overseas requirements f. Dangerous goods documentation is checked in accordance with regulatory requirements and workplace procedures g. Workplace records are completed and filed to workplace requirements

Range Of Variables

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant standards, regulations and workplace requirements concerning the completion and checking of import/export documentation b. Work is performed under some supervision generally within a team environment c. Work involves the application of workplace procedures and regulatory requirements to the completion/checking of import/export documentation as part of work activities in the warehousing, distribution and/or storage industries

Range Of Variables (continued)

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

VARIABLE	SCOPE
2. Worksite environment	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> d.1. limited or restricted spaces d.2. exposed conditions d.3. controlled or open environments e. Cargo may include goods with specialist requirements, including temperature controlled goods and dangerous goods f. Hazards in the work area may include exposure to: <ul style="list-style-type: none"> f.1. chemicals f.2. dangerous or hazardous substances f.3. movements of equipment, goods and materials g. Consultative processes may involve: <ul style="list-style-type: none"> g.1. other employees and supervisors g.2. suppliers, customers and clients g.3. relevant authorities and institutions g.4. management and union representatives g.5. industrial relations and OHS specialists g.6. other maintenance, professional or technical staff h. Communication in the work area may include: <ul style="list-style-type: none"> h.1. phone h.2. electronic data interchange (EDI) h.3. fax h.4. e-mail h.5. Internet h.6. radio h.7. oral, aural or signed communications i. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> i.1. company procedures i.2. enterprise procedures i.3. organisational procedures i.4. established procedures

Range Of Variables (continued)

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

VARIABLE	SCOPE
3. Sources of information/documents	a. Information/documents may include: <ul style="list-style-type: none"> a.1.goods identification numbers and codes a.2.manifests, picking slips, merchandise transfers, stock requisitions and bar codes, and container identification/serial number a.3.Australian and international codes of practice and regulations relevant to import/export of cargo a.4.Australian and international standards, 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 (where applicable) 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

Range Of Variables (continued)

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

VARIABLE	SCOPE
4. Applicable regulations and legislation	<ul style="list-style-type: none"> a. Applicable regulations and legislation may include: <ul style="list-style-type: none"> a.1. relevant standards, codes and regulations for the import/export of cargo a.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> 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. licence, patent or copyright arrangements a.4. water and road use and licence arrangements a.5. export/import/quarantine/bond requirements a.6. marine orders a.7. relevant Australian standards and certification requirements a.8. relevant State/Territory OHS and environmental protection legislation a.9. workplace relations regulations a.10. workers compensation regulations

Evidence Guide

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. identify procedures required for documentation for import/export of goods a.2. complete and check documentation and records to meet regulatory and enterprise requirements a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. locate, interpret and apply relevant information a.6. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.7. prepare documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Australian and international standards, codes and regulations relevant to the import and export of cargo/freight b. Relevant OHS and environmental protection procedures and guidelines c. Workplace procedures and policies for the completion of import/export documentation d. Focus of operation of work systems, equipment, management and site operating systems for obtaining customs clearances e. Problems that may occur when completing import/export documentation and appropriate action that can be taken to resolve the problems f. Documentation requirements for the import/export of cargo/freight g. Ability to select and use relevant communications/computing/office equipment when completing import/export documentation h. Ability to modify activities depending on differing workplace contexts, risk situations and environments i. Ability to read and comprehend simple statements in English j. Ability to read and interpret instructions, procedures and labels relevant to the import/export of cargo/freight
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to opportunities to: <ul style="list-style-type: none"> a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to complete import/export documentation, and/or a.2. complete import/export documentation in an appropriate range of operational situations

Evidence Guide (continued)

COMPLETE AND CHECK IMPORT/EXPORT DOCUMENTATION

5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. identifying required procedures a.2. completing and checking required documentation and records a.3. providing customer/client service and working effectively with others a.4. conveying information in written and oral form a.5. locating, interpreting and applying relevant information a.6. preparing documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. relevant standards, codes of practice and legislative requirements including local and international regulations pertaining to the import/export of cargo b.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods, explosives and hazardous substances b.3. workplace procedures and instructions (including 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 and/or rectify any potential difficulties in safely shifting a load 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. 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	<ul style="list-style-type: none"> a. Assessment of this unit must be undertaken by a Registered Training Organisation: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a.2.1. at the Registered Training Organisation, and/or a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

TDTA1497B Use product knowledge to complete work operations

Field A Handling Cargo/Stock

DESCRIPTION:

This unit involves the skills and knowledge required to use product knowledge to complete work operations in accordance with workplace requirements including identifying products in a subsection of a warehouse or other storage area, examining quality and reporting on products, and using inventory and labelling systems to identify and locate products.

ELEMENT	PERFORMANCE CRITERIA
1. Identify products in a subsection of a warehouse or other storage area	<ul style="list-style-type: none"> a. Products are identified against specified criteria in accordance with workplace procedures b. Storage and handling characteristics are identified and applied consistently c. Products are described to internal customers identifying features which may affect location, safety or storage requirements
2. Examine quality and report on products	<ul style="list-style-type: none"> a. Products are inspected in accordance with workplace quality assurance procedures b. Workplace procedures are followed to replace, return or dispose of stock/products which are not useable c. Non-conforming products are recorded/reported in accordance with workplace procedures
3. Use inventory and labelling systems to identify and locate products	<ul style="list-style-type: none"> a. Inventory and labelling systems are used to locate products within the workplace b. Goods are physically located and identified

Range Of Variables

USE PRODUCT KNOWLEDGE TO COMPLETE WORK OPERATIONS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the identification, handling and storage of various categories of products/stock b. Work is performed under some supervision generally within a team environment c. Work involves the application of product knowledge and an understanding of relevant regulatory requirements to the handling and storage of various types of products/stock as part of work activities 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 may involve special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
- f. Inventory systems may be:
 - f.1. automated
 - f.2. manual
 - f.3. paper-based
 - f.4. computerised
 - f.5. microfiche
- g. Categories or groups of products/stock may include:
 - g.1. small parts
 - g.2. perishable goods
 - g.3. overseas export
 - g.4. dangerous goods
 - g.5. refrigerated products
 - g.6. temperature controlled stock
 - g.7. fragile goods
- h. Distinguishing identification criteria for products may include:
 - h.1. shape
 - h.2. size
 - h.3. colour
 - h.4. distinguishing features
 - h.5. codes and product identification/serial numbers
 - h.6. labels
 - h.7. signs or other documentation
 - h.8. locations
- i. The characteristics of products/stock may include:
 - i.1. small parts
 - i.2. toxicity
 - i.3. flammability
 - i.4. form
 - i.5. weight
 - i.6. size
 - i.7. state
 - i.8. perishability
 - i.9. fragility
 - i.10. security risk

Range Of Variables (continued)

USE PRODUCT KNOWLEDGE TO COMPLETE WORK OPERATIONS

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> j. Labelling systems may include: <ul style="list-style-type: none"> j.1. batch code j.2. bar code j.3. identification numbering systems j.4. serial numbers j.5. symbols for safe handling j.6. ADG and HAZCHEM Codes k. Communication in the work area may include: <ul style="list-style-type: none"> k.1. phone k.2. electronic data interchange (EDI) k.3. fax k.4. e-mail k.5. Internet k.6. RF systems k.7. oral, aural or signed communications l. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> l.1. company procedures l.2. enterprise procedures l.3. organisational procedures l.4. established procedures m. Personal protection equipment may include: <ul style="list-style-type: none"> m.1. gloves m.2. safety headwear and footwear m.3. safety glasses m.4. two-way radios m.5. high visibility clothing n. Consultative processes may involve: <ul style="list-style-type: none"> n.1. other employees and supervisors n.2. suppliers, customers and clients n.3. relevant authorities and institutions n.4. management and union representatives n.5. industrial relations and OHS specialists n.6. other maintenance, professional or technical staff

Range Of Variables (continued)

USE PRODUCT KNOWLEDGE TO COMPLETE WORK OPERATIONS

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> o. Hazards in the work area may include: <ul style="list-style-type: none"> o.1.chemicals o.2.dangerous or hazardous substances o.3.movements of equipment, goods and materials o.4.oil or water on floor o.5.a fire or explosion o.6.damaged packaging or pallets o.7.debris on floor o.8.faulty racking o.9.poorly stacked pallets o.10. faulty equipment
3. Sources of information/ documents	<ul style="list-style-type: none"> a. Information/documents may include: <ul style="list-style-type: none"> a.1.goods identification numbers and codes a.2.manifests, picking slips, merchandise transfers, stock requisitions and bar codes a.3.codes of practice and regulations relevant to the identification, handling and stacking of goods a.4.Australian and international regulations and codes of practice for the handling, stacking 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 (where applicable) 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

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| <p>4. Applicable regulations and legislation</p> | <p>a. Applicable regulations and legislation may include:</p> <ul style="list-style-type: none"> a.1.relevant codes and regulations for the packaging of goods a.2.Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> a.2.1. Australian and International Dangerous Goods Codes a.2.2. Australian and International Explosives Codes a.3.licence, patent or copyright arrangements a.4.water and road use and licence arrangements a.5.export/import/quarantine/bond requirements a.6.marine orders a.7.relevant State/Territory OHS and environmental protection legislation a.8.workplace relations regulations a.9.workers compensation regulations |
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Evidence Guide

USE PRODUCT KNOWLEDGE TO COMPLETE WORK OPERATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1.locate, interpret and apply relevant information a.2.identify products/stock stored in the subsection of the workplace a.3.identify properties and purposes of specific categories of goods a.4.explain the characteristics of stock in relation to specific handling and storage requirements a.5.interpret and use workplace policies, procedures and practices in relation to product location and condition a.6.use workplace maps and location guides with inventory systems to physically locate goods in an efficient manner a.7.provide customer/client service and work effectively with others a.8.convey information in written and oral form a.9.maintain workplace records a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Australian codes and regulations relevant to the products being identified, handled, transported, stacked and/or stored as part of work operations b. Relevant OHS and environmental protection procedures and guidelines c. Workplace procedures and policies for the identification, handling, stacking and storage of particular categories of products d. Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods e. Categories or groups of products and the special handling, stacking and storage requirements for each f. Purpose and use of cataloguing and labelling systems g. Strategies to seek out sources of knowledge of products and use this information to inform work h. Types of equipment and storage areas appropriate for different types of goods including perishable, fragile, dangerous, composition/state goods i. Documentation requirements including reports and records concerning damaged or contaminated goods j. Housekeeping standards procedures required in the workplace k. Site layout and obstacles l. Ability to select and use relevant communications, computing and load handling equipment m. Ability to modify activities depending on differing workplace contexts, risk situations and environments n. Ability to read and comprehend simple statements in English

3. Required knowledge and skills (continued)	<ul style="list-style-type: none"> o. Ability to read and interpret instructions, procedures and labels relevant to the handling and storage of goods p. Ability to use required personal protective clothing and equipment conforming to industry and OHS standards q. Ability to identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels r. Ability to estimate the size, shape and special requirements of goods/loads
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to opportunities to: <ul style="list-style-type: none"> a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to use product knowledge to complete work operations, and/or a.2. use product knowledge to complete work operations in an appropriate range of operational situations
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. locating, interpreting and applying relevant product information a.2. identifying products/stock a.3. identifying properties and purposes of specific categories of goods a.4. interpreting and using workplace policies, procedures and practices in relation to product location, and condition a.5. using workplace maps and location guides with inventory systems to physically locate goods in an efficient manner a.6. providing customer/client service and working effectively with others a.7. conveying information in written and oral form a.8. maintaining workplace records b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. relevant codes of practice, regulations and legislative requirements b.2. Australian regulations and codes of practice for the handling and storage of dangerous goods, explosives and hazardous substances b.3. workplace procedures and work instructions concerning the identification, handling and storage of various categories of products (including housekeeping and security procedures) b.4. obtaining assistance from other team members when required b.5. customer service and quality assurance procedures and policies b.6. OHS regulations and hazard prevention policies and procedures b.7. environmental protection procedures c. Action is taken promptly to report and/or rectify any potential difficulties in the identification, handling and storage of goods in accordance with relevant 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)

USE PRODUCT KNOWLEDGE TO COMPLETE WORK OPERATIONS**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						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	1	1

TDTA2097B Replenish stock

Field A Handling Cargo/Stock

DESCRIPTION:

This unit involves the skills and knowledge required to replenish stock in accordance with workplace requirements including participating in stock rotation activities, interpreting and filling replenishment requests, and completing all required stock replenishment tasks.

ELEMENT	PERFORMANCE CRITERIA
1. Participate in stock rotation activities	<ul style="list-style-type: none">a. Stock levels are counted against appropriate documentationb. Stock levels are recorded and reportedc. Stocks are replenished, adjusted or rotated following workplace proceduresd. Stock re-ordering processes are activated when appropriatee. Routine and non-routine problems with products or storage systems are reported following workplace procedures
2. Interpret and fill replenishment request	<ul style="list-style-type: none">a. Order request documentation is interpretedb. Product(s) in order noted and workplace location(s) are identifiedc. Workplace and product knowledge is used to plan sequence of workd. Appropriate materials handling equipment is selected in accordance with workplace procedures and timeframes and OHS regulationse. Required schedules for order movement and despatch or storage are identified
3. Complete stock replenishment	<ul style="list-style-type: none">a. Products are sorted, assembled and consolidated in the appropriate storage areasb. Work is checked in accordance with company proceduresc. Documentation and records are completed in accordance with workplace procedures

Range Of Variables

REPLENISH STOCK

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the replenishment of stock b. Work is performed under some supervision generally within a team environment c. Work involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements to replenish stock as part of work activities in the warehousing, distribution and/or storage industries
2. Worksite environment	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> d.1. limited or restricted spaces d.2. exposed conditions d.3. controlled or open environments e. Goods may involve special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods f. Inventory systems may be: <ul style="list-style-type: none"> f.1. automated f.2. manual f.3. paper-based f.4. computerised f.5. microfiche g. Categories or groups of products/stock may include: <ul style="list-style-type: none"> g.1. small parts g.2. perishable goods g.3. overseas export g.4. dangerous goods g.5. refrigerated products g.6 temperature controlled stock g.7. fragile goods

Range Of Variables (continued)

REPLENISH STOCK**2. Worksite
environment
(continued)**

- h. The characteristics of products/stock may include:
 - h.1. small parts
 - h.2. toxicity
 - h.3. flammability
 - h.4. form
 - h.5. weight
 - h.6. size
 - h.7. state
 - h.8. perishability
 - h.9. fragility
 - h.10. security risk
- i. Labelling systems may include:
 - i.1. batch code
 - i.2. bar code
 - i.3. identification numbering systems
 - i.4. serial numbers
 - i.5. symbols for safe handling
 - i.6. ADG and HAZCHEM Codes
- j. Hazards in the work area may include:
 - j.1. chemicals
 - j.2. dangerous or hazardous substances
 - j.3. movements of equipment, goods and materials
 - j.4. oil or water on floor
 - j.5. a fire or explosion
 - j.6. damaged packaging or pallets
 - j.7. debris on floor
 - j.8. faulty racking
 - j.9. poorly stacked pallets
 - j.10. faulty equipment
- k. Communication in the work area may include:
 - k.1. phone
 - k.2. electronic data interchange (EDI)
 - k.3. fax
 - k.4. e-mail
 - k.5. Internet
 - k.6. RF systems
 - k.7. oral, aural or signed communications

Range Of Variables (continued)

REPLENISH STOCK**2. Worksite environment (continued)**

- 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
- m. Personal protection equipment may include:
 - m.1. gloves
 - m.2. safety headwear and footwear
 - m.3. safety glasses
 - m.4. two-way radios
 - m.5. high visibility clothing
- n. Consultative processes may involve:
 - n.1. other employees and supervisors
 - n.2. suppliers, customers and clients
 - n.3. relevant authorities and institutions
 - n.4. management and union representatives
 - n.5. industrial relations and OHS specialists
 - n.6. other maintenance, professional or technical staff

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. codes of practice and regulations relevant to the identification, handling and stacking of goods
 - a.4. Australian and international regulations and codes of practice for the handling, stacking 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 (where applicable)
 - 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	<ul style="list-style-type: none">a. Applicable regulations and legislation may include:<ul style="list-style-type: none">a.1. relevant codes and regulations for the packaging of goodsa.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:<ul style="list-style-type: none">a.2.1. Australian and International Dangerous Goods Codesa.2.2. Australian and International Explosives Codesa.3. licence, patent or copyright arrangementsa.4. water and road use and licence arrangementsa.5. export/import/quarantine/bond requirementsa.6. relevant State/Territory OHS and environmental protection legislationa.7. workplace relations regulationsa.8. workers compensation regulations
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Evidence Guide

REPLENISH STOCK

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. participate in stock rotation activities a.2. identify the purpose of the component parts of order forms a.3. identify products and relevant storage areas a.4. interpret and fill replenishment request a.5. complete stock counting and replenishment operations 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 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	<ul style="list-style-type: none"> a. Australian codes and regulations relevant to the replenishment of stock b. Relevant OHS and environmental protection procedures and guidelines c. Workplace procedures and policies for the replenishment of stock d. Focus of operation of work systems, equipment, management and site operating systems for the replenishment of stock e. Principles of operation and functions of stock control systems f. Computer records/documentation requirements for the replenishment of stock g. Housekeeping standards procedures required in the workplace h. Site layout and obstacles i. Ability to select and use relevant communications, computing and office equipment when replenishing stock 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 read and interpret instructions, procedures and labels relevant to the replenishment of stock m. Ability to use required personal protective clothing and equipment conforming to industry and OHS standards
4. Resource implications	a. Access is required to opportunities to: <ul style="list-style-type: none"> a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to replenish stock, and/or a.2. replenish stock in an appropriate range of operational situations

5. Consistency in performance

- a. Applies underpinning knowledge and skills when:
 - a.1. participating in stock rotation activities
 - a.2. identifying purpose of component parts of order forms
 - a.3. identifying products and relevant storage areas
 - a.4. interpreting and filling replenishment request
 - a.5. completing stock counting and replenishment operations
 - a.6. providing customer/client service and working effectively with others
 - a.7. conveying information in written and oral form
 - a.8. maintaining workplace records
- b. Shows evidence of application of relevant workplace procedures including:
 - b.1. relevant codes of practice, regulations and legislative requirements
 - b.2. Australian regulations and codes of practice for the storage of dangerous goods, explosives and hazardous substances
 - b.3. workplace procedures and work instructions concerning the replenishment of stock (including housekeeping and security procedures)
 - b.4. manufacturer's instructions on the use of equipment and systems
 - b.5. obtaining assistance from other team members when required
 - b.6. customer service and quality assurance procedures and policies
 - b.7. OHS regulations and hazard prevention policies and procedures
 - b.8. environmental protection procedures
- c. Action is taken promptly to report and/or rectify any potential difficulties in the replenishment of stock in accordance with relevant 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)

REPLENISH STOCK**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						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	3	2	2	2	2

TDTA2597C Regulate temperature controlled stock

Field A Handling Cargo/Stock

DESCRIPTION:

This unit involves the skills and knowledge required to regulate temperature controlled stock in accordance with workplace requirements including identifying goods requiring temperature control, monitoring temperature of goods, and identifying and rectifying any identified problems in accordance with workplace procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Identify goods requiring temperature control	<ul style="list-style-type: none"> a. Goods requiring temperature control are identified b. Temperature for short and long term storage is selected to match product type c. Upper and lower limits for temperature control are identified d. Storage separations and co-storage applications are identified for products
2. Monitor temperature	<ul style="list-style-type: none"> a. Appropriate methods for determining temperature of goods are identified b. Storage areas are monitored for temperatures within range for products c. Products are monitored to ensure compliance with temperature storage requirements d. Short-term storage times are identified for transit goods
3. Identify and rectify problems	<ul style="list-style-type: none"> a. Implications of incorrect temperature are identified b. Damaged goods are identified and appropriate action undertaken in accordance with enterprise procedures c. Causes of out-of-temperature range are identified d. Appropriate personnel are notified for problem rectification e. Goods handling procedures for maintenance of temperature control are identified and implemented

Range Of Variables

REGULATE TEMPERATURE CONTROLLED STOCK

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the regulation of temperature controlled stock b. Work is performed under some supervision generally within a team environment c. Work involves the application of product knowledge and an understanding of relevant regulatory requirements to the regulation of temperature controlled stock in the warehousing, distribution and/or storage industries
2. Worksite environment	<ul style="list-style-type: none"> 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 and may include short and/or long term temperature controlled areas d. Work may be conducted in: <ul style="list-style-type: none"> d.1. restricted spaces d.2. exposed conditions d.3. controlled or open environments e. Procedures for pre-cooling and snap freezing may include: <ul style="list-style-type: none"> e.1. automated e.2. spraying with liquid nitrogen e.3. immersion in a very cold refrigerant e.4. freezing in moving air at less than -30°C e.5. plate freezer with very low refrigerant temperatures f. Hazards in the work area may include: <ul style="list-style-type: none"> f.1. contamination of, or from, materials being handled f.2. noise, light, energy sources f.3. service lines f.4. spills, leakages, ruptures f.5. cold pipes and chilling equipment f.6. dangerous or hazardous substances f.7. movements of equipment, goods and materials f.8. dust/vapours f.9. oil, water or ice on floor f.10. a fire or explosion f.11. damaged packaging or pallets f.12. debris on floor

Range Of Variables (continued)

REGULATE TEMPERATURE CONTROLLED STOCK

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> f.13. faulty racking f.14. poorly stacked pallets f.15. faulty equipment 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. Requirements for work may include: <ul style="list-style-type: none"> h.1. site restrictions and procedures h.2. use of safety and personal protection equipment h.3. communications equipment h.4. specialised lifting and/or handling equipment h.5. incident/accident breakdown procedures h.6. additional gear and equipment h.7. noise restrictions h.8. hours of operations h.9. authorities and permits i. Communication in the work area may include: <ul style="list-style-type: none"> i.1. phone i.2. electronic data interchange (EDI) i.3. fax i.4. e-mail i.5. Internet i.6. radio i.7. RF systems i.8. oral, aural or signed communications j. Consultative processes may involve: <ul style="list-style-type: none"> j.1. other employees and supervisors j.2. suppliers, customers and clients j.3. relevant authorities and institutions j.4. management and union representatives j.5. industrial relations and OHS specialists j.6. other maintenance, professional or technical staff

Range Of Variables (continued)

REGULATE TEMPERATURE CONTROLLED STOCK

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> k.1. company procedures k.2. enterprise procedures k.3. organisational procedures k.4. established procedures l. Personal protection equipment may include: <ul style="list-style-type: none"> l.1. gloves and protective clothing 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	<ul style="list-style-type: none"> a. Information/documents may include: <ul style="list-style-type: none"> a.1. goods identification numbers and codes a.2. manifests, picking slips, merchandise transfers, stock requisitions and bar codes a.3. codes of practice and regulations relevant to the identification, handling and stacking of goods a.4. operations manuals, job specifications and induction documentation a.5. manufacturer's specifications for equipment a.7. workplace procedures and policies a.8. supplier and/or client instructions a.9. 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	<ul style="list-style-type: none"> a. Applicable regulations and legislation may include: <ul style="list-style-type: none"> a.1. relevant codes and regulations for the regulation of temperature controlled goods a.2. relevant State/Territory OHS and environmental protection legislation a.3. water and road use and licence arrangements a.4. export/import/quarantine/bond requirements a.5. workplace relations regulations a.6. workers compensation regulations

Evidence Guide

REGULATE TEMPERATURE CONTROLLED STOCK

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. identify goods requiring temperature control a.2. identify required storage, temperature range and temperature control equipment a.3. handle refrigerated goods and liquefied gas safely a.4. monitor temperature a.5. identify and rectify problems a.6. provide customer/client service a.7. identify job and site hazards and plan work to minimise risks a.8. maintain enterprise records and documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Australian codes and regulations relevant to the regulation of temperature controlled stock b. Relevant OHS and environmental protection procedures and guidelines c. Workplace procedures and policies for the regulation of temperature controlled stock d. Focus of operation of work systems, equipment, management and site operating systems for the regulation of temperature controlled stock e. Special handling, stacking and storage requirements for temperature controlled stock f. Procedures for pre-cooling and snap freezing g. Problems that can occur when regulating temperature controlled stock and appropriate action that can be taken h. Hazards when regulating and working with temperature controlled stock and appropriate action to control the risks involved i. Documentation requirements including reports and records concerning damaged or contaminated goods j. Housekeeping standards procedures required in the workplace k. Site layout l. Ability to select and implement corrective actions to maintain temperature levels m. Ability to select and use relevant equipment, processes and procedures n. Ability to modify activities depending on differing workplace contexts, risk situations and environments o. Ability to read and comprehend simple statements in English p. Ability to read and interpret instructions, procedures and labels relevant to the handling and storage of goods q. Ability to use required personal protective clothing and equipment conforming to industry and OHS standards

Evidence Guide (continued)

REGULATE TEMPERATURE CONTROLLED STOCK

4. Resource implications	<ul style="list-style-type: none"> a. Access is required to opportunities to: <ul style="list-style-type: none"> a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to regulate temperature controlled stock, and/or a.2. regulate temperature controlled stock in an appropriate range of operational situations
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. identifying goods requiring temperature control a.2. identifying storage, temperature range and control equipment a.3. handling refrigerated goods and liquefied gas safely a.4. monitoring temperature a.5. identifying and rectifying problems a.6. providing customer/client service a.7. identifying job and site hazards and planning work to minimise risks a.8. maintaining enterprise records and documentation b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. relevant codes of practice, regulations and legislative requirements b.2. workplace procedures and work instructions concerning the regulation of temperature controlled stock (including housekeeping procedures) b.3. customer service and quality assurance procedures and policies b.4. OHS regulations and hazard prevention policies and procedures b.5. environmental protection procedures c. Action is taken promptly to report and/or rectify any potential difficulties in the identification, handling and storage of goods in accordance with relevant 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	<ul style="list-style-type: none"> a. Assessment of this unit must be undertaken by a Registered Training Organisation: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a.2.1. at the Registered Training Organisation, and/or a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

TDTD197B Shift materials safely using manual handling methods

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe lifting and handling of a load using manual handling techniques.

ELEMENT	PERFORMANCE CRITERIA
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none"> a. Products, goods or materials to be relocated are identified b. Locations for storage are determined and potential routes to be followed are identified c. Effect of load relocation on original load base is predicted d. Points of balance are estimated e. Required clearances are compared to available space and adjustments made f. Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered g. Potential risks in route(s) which may be followed are considered h. Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods i. Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified j. Team lifting processes are considered for application k. Appropriate personal protective equipment is worn
2. Plan load relocation	<ul style="list-style-type: none"> a. Relocation of the load is planned consistent with the code of practice for manual handling b. Process for relocating load is proposed including predicting and planning for potential difficulties c. Proposed process is checked against code of practice and workplace procedures for compliance

- | | |
|-------------------------|---|
| 3. Relocate load | <ul style="list-style-type: none"> a. Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and OHS requirements b. Applications appropriate for team relocation of load are identified c. Team lifting tasks are coordinated d. Planned process and route are followed e. Relocated materials are set down without damage to goods, personnel or equipment and checked for stability f. Relocation is checked to see that it meets work requirements, with any variance(s) reported |
|-------------------------|---|

Range Of Variables

SHIFT MATERIALS SAFELY USING MANUAL HANDLING METHODS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant OHS regulations concerning the manual lifting and movement of loads b. Work is performed under some supervision generally within a team environment c. Work involves the application of the basic principles for the safe lifting and movement of loads when shifting materials using manual handling methods as part of day-to-day work
2. Worksite environment	<ul style="list-style-type: none"> a. The shifting 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: <ul style="list-style-type: none"> d.1. restricted spaces d.2. exposed conditions d.3. controlled or open environments e. Materials to be shifted may include: <ul style="list-style-type: none"> e.1. goods e.2. equipment and tools e.3. cleaning materials e.4. components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. e.5. materials used in the course of work such as drums of fuel, raw materials, packaging, etc. f. Loads to be shifted may be: <ul style="list-style-type: none"> f.1. irregularly shaped f.2. packaged or unpackaged f.3. labelled or unlabelled

Range Of Variables (continued)

SHIFT MATERIALS SAFELY USING MANUAL HANDLING METHODS

VARIABLE	SCOPE
2. Worksite environment continued	<ul style="list-style-type: none"> g. Hazards in the work area may include exposure to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> h.1. workplace personnel h.2. site visitors h.3. contractors h.4. official representatives i. Communication in the work area may include: <ul style="list-style-type: none"> 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. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> j.1. company procedures j.2. enterprise procedures j.3. organisational procedures j.4. established procedures k. Personal protection equipment may include: <ul style="list-style-type: none"> k.1. gloves k.2. safety headwear and footwear k.3. safety glasses k.4. two-way radios k.5. high visibility clothing

Range Of Variables (continued)

SHIFT MATERIALS SAFELY USING MANUAL HANDLING METHODS

VARIABLE	SCOPE
3. Sources of information/ documents	a. Information/documents may include: <ul style="list-style-type: none"> a.1.goods identification numbers and codes 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.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: <ul style="list-style-type: none"> 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.licence, patent or copyright arrangements a.6.dangerous goods and air freight regulations a.7.export/import/quarantine/bond requirements a.8.marine orders

Evidence Guide

SHIFT MATERIALS SAFELY USING MANUAL HANDLING METHODS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1.locate, interpret and apply relevant information a.2.provide customer/client service and work effectively with others a.3.convey information in written and oral form a.4.maintain workplace records a.5.select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.6.follow the designated work plan for the job a.7.use appropriate techniques and body positioning when lifting, lowering and carrying, pulling and pushing and team lifting
2. Interdependent assessment of units	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Relevant OHS and procedures and guidelines concerning the manual lifting and movement of loads b. Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: <ul style="list-style-type: none"> b.1. the load on the spine during lifting b.2. controlled actions on a movement during lifting b.3. rotation and side movement of the spine during lifting b.4. postures and positions during lifting b.5. work layout b.6. weight of the load b.7. load type and position b.8. frequency of shifting operations b.9. distance over which load is to be shifted b.10. time allowed for the shifting of the load c. Workplace procedures and policies for the shifting of goods and materials d. Housekeeping standards procedures required in the workplace e. Site layout and obstacles f. Ability to modify activities depending on differing workplace contexts, risk situations and environments g. Ability to read and comprehend simple statements in English including material data safety sheets (where applicable) h. Ability to identify containers and goods coding, IMDG markings and, where applicable, emergency information panels i. Ability to estimate the size, shape and special requirements of loads

4. Resource implications	<p>a. Access is required to opportunities to:</p> <p>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 materials safely using manual handling methods, and/or</p> <p>a.2. shift materials safely using manual handling methods in an appropriate range of operational situations</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <p>a.1. following designated work plans for load shifting jobs</p> <p>a.2. using appropriate techniques and body positioning when lifting, lowering and carrying a load and when pulling and pushing and team lifting</p> <p>a.3. applying safety precautions relevant to the load shifting task</p> <p>b. Shows evidence of application of relevant workplace procedures including:</p> <p>b.1. OHS regulations and hazard prevention policies and procedures</p> <p>b.2. workplace procedures and work instructions concerning the manual shifting of loads</p> <p>b.3. obtaining assistance from other team members when required</p> <p>b.4. housekeeping procedures</p> <p>b.5. environmental protection procedures when shifting materials</p> <p>c. Action is taken promptly to report and/or rectify any potential difficulties in safely shifting a load in accordance with OHS requirements and workplace procedures</p> <p>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</p> <p>e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment of this unit must be undertaken by a Registered Training Organisation:</p> <p>a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning</p> <p>a.2. Appropriate practical assessment must occur:</p> <p>a.2.1. at the Registered Training Organisation, and/or</p> <p>a.2.2. in an appropriate work situation</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	2	2	2

TDTD297B Shift a load using manually-operated equipment

Field D Load Handling

DESCRIPTION:

This unit involves the skills and knowledge required to shift loads using manually-operated mechanical equipment, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation with the aid of the equipment in accordance with the plan.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe lifting and handling of a load using manually-operated load-shifting equipment. It should be noted that the use of the term 'SWL' (Safe Working Load) is under review by Standards Australia and may be replaced in the future by the term 'Rated Capacity'.

ELEMENT	PERFORMANCE CRITERIA
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none"> a. Products, goods or materials to be relocated are identified b. Location for storage is determined c. Routes to be followed are identified d. Points of balance are estimated e. Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered f. Potential risks in route(s) which may be followed are considered g. Lifting equipment to minimise potential risks is identified h. Appropriate personal protective equipment is worn
2. Plan load relocation	<ul style="list-style-type: none"> a. Load shifting equipment is selected in accordance with workplace procedures b. Safe procedures for using lifting equipment are identified, including the calculation of Safe Working Load (SWL) and/or Working Load Limit (WLL) for weight of goods to be moved c. Process for relocating load is proposed including predicting and planning for potential difficulties d. Proposed process is checked against relevant code of practice and workplace procedures for compliance e. Lifting equipment and accessories are checked for safe operation in accordance with manufacturer's instructions and workplace procedures

3. Relocate load	<ul style="list-style-type: none"> a. Any unsafe equipment is reported to appropriate personnel in accordance with workplace procedures b. Planned process and route are followed using equipment within necessary range of limitations c. Relocated materials are set down without damage to goods, personnel or equipment and checked for stability d. Relocation is checked to see that it meets work requirements, and any variances are reported e. Equipment is returned to storage area in accordance with workplace procedures
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Range Of Variables

SHIFT A LOAD USING MANUALLY-OPERATED EQUIPMENT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant OHS regulations concerning the shifting and movement of loads using manually-operated equipment b. Work is performed under some supervision generally within a team environment c. Work involves the application of the basic principles for the safe shifting of loads using manually-operated equipment
2. Worksite environment	<ul style="list-style-type: none"> a. The shifting 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: <ul style="list-style-type: none"> d.1. restricted spaces d.2. exposed conditions d.3. controlled or open environments e. Materials to be shifted may include: <ul style="list-style-type: none"> e.1. goods e.2. equipment and tools e.3. cleaning materials e.4. components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. e.5. materials used in the course of work such as drums of fuel, raw materials, packaging, etc.

Range Of Variables (continued)

SHIFT A LOAD USING MANUALLY-OPERATED EQUIPMENT

VARIABLE	SCOPE
2. Worksite environment	<ul style="list-style-type: none"> f. Loads to be shifted may be: <ul style="list-style-type: none"> f.1. irregularly shaped f.2. packaged or unpackaged f.3. labelled or unlabelled f.4. palletted or unpalletted g. Hazards in the work area may include exposure to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> h.1. workplace personnel h.2. site visitors h.3. contractors h.4. official representatives i. Communication in the work area may include: <ul style="list-style-type: none"> 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. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> j.1. company procedures j.2. enterprise procedures j.3. organisational procedures j.4. established procedures

Range Of Variables (continued)

SHIFT A LOAD USING MANUALLY-OPERATED EQUIPMENT

VARIABLE	SCOPE
2. Worksite environment (continued)	k. Personal protection equipment may include: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 manually-operated load shifting 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: <ul style="list-style-type: none"> 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. licence, patent or copyright arrangements a.6. dangerous goods and air freight regulations a.7. export/import/quarantine/bond requirements a.8. marine orders

Evidence Guide

SHIFT A LOAD USING MANUALLY-OPERATED EQUIPMENT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. use manually-operated equipment to shift loads a.2. identify risks to self, others and equipment when using manually-operated equipment to shift loads and take appropriate precautions to minimise the risks a.3. estimate effect of load and operating limitations of equipment a.4. locate, interpret and apply relevant information a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Relevant OHS and procedures and guidelines concerning the use of manually-operated equipment to shift loads b. Risks when using manually-operated equipment to shift loads and related precautions to control the risk c. Workplace procedures and policies for the shifting of goods and materials using manually-operated equipment d. Housekeeping standards procedures required in the workplace e. Site layout and obstacles f. Ability to modify activities depending on differing workplace contexts, risk situations and environments g. Ability to read and comprehend simple statements in English h. Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels i. Ability to estimate the size shape and special requirements of loads
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to opportunities to: <ul style="list-style-type: none"> 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 materials safely using manually-operated equipment, and/or a.2. shift materials safely using manually-operated equipment in an appropriate range of operational situations

Evidence Guide (continued)

SHIFT A LOAD USING MANUALLY-OPERATED EQUIPMENT

5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. using manually-operated equipment to shift loads a.2. identifying risks to self, others and equipment when using manually-operated equipment to shift loads 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: <ul style="list-style-type: none"> b.1. OHS regulations and hazard prevention policies and procedures b.2. workplace procedures and work instructions concerning the use of manually-operated equipment to shift loads 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 shifting a load using manually-operated 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	<ul style="list-style-type: none"> a. Assessment of this unit must be undertaken by a Registered Training Organisation: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a.2.1. at the Registered Training Organisation, and/or a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	2	2

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.

ELEMENT	PERFORMANCE CRITERIA
1. Load and unload goods/cargo	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> f.1. irregularly shaped f.2. packaged or unpackaged f.3. labelled or unlabelled f.4. palletted or unpalletted g. Hazards in the work area may include exposure to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> h.1. workplace personnel h.2. site visitors h.3. contractors h.4. official representatives i. Communication in the work area may include: <ul style="list-style-type: none"> 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 GOODS/CARGO

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> k. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> k.1. company procedures k.2. enterprise procedures k.3. organisational procedures k.4. established procedures l. Personal protection equipment may include: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Information/documents may include: <ul style="list-style-type: none"> 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 for the loading and unloading of goods/cargo a.5. ADG Code and associated regulations a.6. supplier and/or client instructions a.7. material safety data sheets a.8. EPGs and Initial Response Guide (HB76:1998 or equivalent) a.9. codes of practice including the National Standards for Manual Handling and the Industry Safety Code 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 a.14. Load Restraint Guide

4. Applicable regulations and legislation	<ul style="list-style-type: none">a. Applicable regulations and legislation may include<ul style="list-style-type: none">a.1.relevant Australian standards and regulations including State/Territory mass and loading regulationsa.2.Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:<ul style="list-style-type: none">a.2.1. Australian and International Dangerous Goods Codesa.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Codea.2.3. IATA's 'Dangerous Goods by Air' regulationsa.2.4. Australian and International Explosives Codesa.3.relevant State/Territory environmental protection legislationa.4.relevant State/Territory OHS legislation
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Evidence Guide

LOAD AND UNLOAD GOODS/CARGO

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. identify load characteristics, dangerous or hazardous goods, loading equipment and related practices and take appropriate action a.2. identify class and subsidiary risk labels for dangerous goods and take appropriate action a.3. follow ADG Code where applicable a.4. safely load and unload goods following workplace procedures a.5. distribute and secure load for safe transport in accordance with regulations 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	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> 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	<p>a. Access is required to opportunities to:</p> <ul style="list-style-type: none"> 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	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> 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 <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> 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 <p>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</p> <p>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</p> <p>e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment of this unit must be undertaken by a Registered Training Organisation:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a.2.1. at the Registered Training Organisation, and/or a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	2	2	2

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

ELEMENT	PERFORMANCE CRITERIA
1. Check forklift condition	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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|--|---|
| 5. Monitor and maintain forklift performance | <ul style="list-style-type: none"> 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 |
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Range Of Variables

OPERATE A FORKLIFT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> g.1. irregularly shaped g.2. packaged or unpackaged g.3. labelled or unlabelled g.4. palletted or unpalletted h. Hazards in the work area may include exposure to: <ul style="list-style-type: none"> h.1. chemicals h.2. dangerous or hazardous substances h.3. movements of equipment, goods and materials

Range of Variables (continued)

OPERATE A FORKLIFT

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> i.3. contractors i.4. official representatives j. Forklift handling procedures may include: <ul style="list-style-type: none"> 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 k. Pre-operational checks may include: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> m.1. company procedures m.2. enterprise procedures m.3. organisational procedures m.4. established procedures n. Personal protection equipment may include: <ul style="list-style-type: none"> 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	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> 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	<p>a. This unit of competency may be assessed in conjunction with other units that are part of a worker's job function</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> 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

Evidence Guide (continued)

OPERATE A FORKLIFT

4. Resource implications	<p>a. Access is required to opportunities to:</p> <p>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</p> <p>a.2. operate a forklift to shift loads in an appropriate range of operational situations</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <p>a.1. operating a forklift safely in workplace environment</p> <p>a.2. handling loads and driving defensively</p> <p>a.3. managing forklift controls, reading instruments and adjusting engine power to site requirements</p> <p>a.4. locating, interpreting and applying relevant information</p> <p>a.5. carrying out pre-operational checks</p> <p>a.6. working effectively with colleagues</p> <p>a.7. conveying information in relevant form</p> <p>a.8. maintaining workplace records</p> <p>b. Shows evidence of application of relevant workplace procedures including:</p> <p>b.1. relevant State/Territory regulations and licence requirements pertaining to forklift operation</p> <p>b.2. OHS policies and procedures</p> <p>b.3. identification of operational hazards and the use of appropriate defensive driving and hazard control techniques</p> <p>b.4. workplace procedures and work instructions (including security and housekeeping procedures)</p> <p>b.5. forklift manufacturer's guidelines and instructions</p> <p>b.6. environmental protection procedures when operating a forklift and carrying out pre-operational checks</p> <p>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</p> <p>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</p> <p>e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment</p>

6. Context for assessment	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> b.2.1. at the Registered Training Organisation, and/or b.2.2. in an appropriate work situation
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	2	2	2

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> h.1. workplace personnel h.2. site visitors h.3. contractors h.4. official representatives

Range Of Variables (continued)

MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> i. Communication in the work area may include: <ul style="list-style-type: none"> 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. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> j.1. company procedures j.2. enterprise procedures j.3. organisational procedures j.4. established procedures
3. Sources of information/documents	<ul style="list-style-type: none"> a. Information/documents may include: <ul style="list-style-type: none"> 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
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Evidence Guide

MOVE MATERIALS MECHANICALLY USING AUTOMATED EQUIPMENT

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: a.1.use automated equipment to move loads mechanically a.2.identify risks to self, others and equipment when using automated equipment to move materials and take appropriate precautions to minimise the risks a.3.estimate effect of load and operating limitations of automated equipment a.4.locate, interpret and apply relevant information a.5.maintain workplace records a.6.use 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 OHS procedures and guidelines concerning the use of automated equipment to move loads mechanically b. Risks when using automated equipment to move loads and related precautions to control the risks c. Workplace procedures and policies for the movement of materials and goods using automated equipment d. Housekeeping standards and procedures required in the workplace e. Site layout and obstacles f. Ability to modify activities depending on differing workplace contexts, risk situations and environments g. Ability to read and comprehend simple statements in English h. Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels i. Ability to estimate the size shape and special requirements of loads

4. Resource implications	<p>a. Access is required to opportunities to:</p> <p>a.1. 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</p> <p>a.2. mechanically move materials and goods safely using automated equipment in an appropriate range of operational situations</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <p>a.1. using automated equipment to move loads mechanically</p> <p>a.2. identifying risks to self, others and equipment when using automated equipment to move materials and taking appropriate precautions to minimise the risks</p> <p>a.3. estimating effect of load and operating limitations of equipment</p> <p>a.4. locating, interpreting and applying relevant information</p> <p>a.5. maintaining workplace records</p> <p>a.6. using workplace colloquial and technical language and communication technologies in the workplace context</p> <p>b. Shows evidence of application of relevant workplace procedures including:</p> <p>b.1. OHS regulations and hazard prevention policies and procedures</p> <p>b.2. workplace procedures and work instructions concerning the use of automated equipment to mechanically move materials and goods</p> <p>b.3. obtaining assistance from other team members when required</p> <p>b.4. housekeeping procedures</p> <p>b.5. environmental protection procedures when shifting materials</p> <p>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</p> <p>d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts</p> <p>e. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment of this unit must be undertaken by a Registered Training Organisation:</p> <p>a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning</p> <p>a.2. Appropriate practical assessment must occur:</p> <p>a.2.1. at the Registered Training Organisation, and/or</p> <p>a.2.2. in an appropriate work situation</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

TDTR298B Source goods/services and evaluate contractors

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).

ELEMENT	PERFORMANCE CRITERIA
1. Analyse supply requirements	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. The workplace environment may involve twenty-four hour operation and may include: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> h.1. company procedures h.2. enterprise procedures h.3. organisational procedures h.4. established procedures

Range Of Variables (continued)

SOURCE GOODS/SERVICES AND EVALUATE CONTRACTORS

VARIABLE	SCOPE
3. Sources of information/documents	a. Information/documentation may include: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> 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	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> 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	<p>a. Access is required to opportunities to:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Assessment of this unit must be undertaken by a Registered Training Organisation: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a.2.1. at the Registered Training Organisation, and/or a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

TDTR398B Negotiate a contract

Field Q Financial Management

DESCRIPTION:

This unit involves the skills and knowledge required to contract transport and distribution services in accordance with relevant regulatory requirements and workplace procedures. This includes negotiating contract with contractor, finalising the contract negotiations, and completing all enterprise contract requirements.

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate contract with contractor	<ul style="list-style-type: none"> a. Requirements of the contract are clearly documented and understood by the relevant parties b. Areas of ambiguity or concern are clarified and resolved c. Negotiations are undertaken with selected contractor for the contracting of required goods/services on a 'without prejudice' basis d. Conditions for service and/or supply of goods/services are agreed between the enterprise and the contractor including the determination of key performance indicators e. Alternative contractors are negotiated with if agreement is unable to be reached with preferred contractor f. Contract negotiations conform to established workplace requirements and relevant legislation
2. Complete contract negotiations	<ul style="list-style-type: none"> a. Contract documentation is drafted in accordance with relevant legislation, workplace procedures and negotiated conditions of service and supply b. Technical support in the drafting of contracts is accessed where required c. Contract documentation is signed and exchanged between the relevant parties
3. Complete enterprise contract requirements	<ul style="list-style-type: none"> a. Documentation systems are established to ensure traceability of orders and financial transactions b. Workplace systems that require interaction with contractors are identified and actioned c. Quality assurance procedures for supplied goods/services are initiated d. Contract and ancillary documentation is completed and stored in accordance with workplace procedures and, where applicable, regulatory requirements

Range Of Variables

NEGOTIATE A CONTRACT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work must be carried out in compliance with the relevant regulations, standards, legal requirements and codes of practice b. Works under general guidance on progress and outcomes of work c. Work requires discretion and judgment for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures d. A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's 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	<ul style="list-style-type: none"> a. Work may be undertaken in various work environments in warehousing, storage, transport and distribution industries b. Customers may be internal or external c. Operations may be conducted by day or night d. The workplace environment may involve: <ul style="list-style-type: none"> d.1. twenty-four hour operation d.2. single and multi-site location d.3. large, medium and small workplaces e. Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise f. Contracts may be for singular or continuous supply of goods and/or services g. Document/data interchange may be electronic or paper-based h. Clients/customers/suppliers may include domestic and international contractors, corporations, individuals and government agencies i. Contract must conform to relevant legislation in regards to issues of probity and fair dealings j. Consultative processes may involve: <ul style="list-style-type: none"> j.1. employees, supervisors and managers j.2. contractors j.3. suppliers and current or potential clients j.4. legal representatives, financial managers, accountants j.5. relevant authorities, government departments and institutions j.6. representatives of other enterprises and organisations related to the international transfer of freight j.7. industrial relations and OHS specialists j.8. other professional, maintenance and technical staff

Range of Variables (continued)

NEGOTIATE A CONTRACT

VARIABLE	SCOPE
2. Worksite environment (continued)	<ul style="list-style-type: none"> k. Communications systems may involve: <ul style="list-style-type: none"> k.1. fixed and mobile telephone k.2. radio k.3. fax k.3. email k.4. electronic data transfer of information f.5. mail, forms and internal memos l. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> l.1. company procedures l.2. enterprise procedures l.3. organisational procedures l.4. established procedures
3. Sources of information/documents	<ul style="list-style-type: none"> a. Documentation/records may include: <ul style="list-style-type: none"> a.1. codes of practice and regulations relevant to the transport and distribution contractual arrangements a.2. legal and contract documentation a.3. workplace operating procedures and policies a.4. operations manuals, job specifications and procedures and induction documentation a.5. supplier and/or client instructions a.7. Australian and International standards, criteria and certification requirements a.8. communications technology equipment and oral, aural or signed communications a.9. quality assurance standards and procedures a.10. emergency procedures a.11. relevant competency standards and training materials a.12. QA plans, data and document control a.13. conditions of service, legislation and industrial agreements including workplace agreements and awards

4. Applicable regulations and legislation	<p>a. Applicable procedures and codes may include:</p> <ul style="list-style-type: none">a.1. regulations and codes of practice relevant to contractual arrangementsa.2. Australian and international regulations and codes of practice for the handling and transfer of dangerous goods and hazardous substancesa.3. relevant financial regulationsa.4. Australian and international standards and certification requirementsa.5. relevant State/Territory OHS legislationa.6. relevant State/Territory environmental protection legislationa.7. relevant licence or permit requirements and associated regulationsa.8. relevant Workplace Relations legislationa.9. relevant Workers Compensation legislationa.10. Equal Opportunity, Equal Employment Opportunity and Affirmative Action legislation
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Evidence Guide

NEGOTIATE A CONTRACT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. complete and formalise contract negotiations a.2. identify opportunities for improvements to supply operations and negotiate changes with contractor a.3. mediate and resolve issues surrounding contracted supply of services, equipment or goods, maximising positive outcomes for the organisation and the individuals within it a.4. identify requirements of tasks and organise planning, job completion and evaluation stages a.5. locate, interpret and apply relevant information a.6. provide customer/client service and work effectively with others a.7. maintain workplace records and documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Regulations, codes of practice and legal requirements relevant to contractual arrangements b. Relevant OHS and environmental protection procedures and regulations c. Workplace procedures for the negotiation of a contract d. Problems that may occur during the negotiation of a contract and action that can be taken to report or resolve the problems e. Risks that may exist when negotiating a contract and ways of controlling the risks involved f. Operational knowledge and understanding may include: <ul style="list-style-type: none"> f.1. focus of operation supply arrangements, resources, management and workplace operating systems f.2. contract law f.3. contract formulation and negotiation f.4. workplace business policies and plans including procedures for maintenance of confidentiality f.5. equipment applications, capacities, and configurations f.6. resource availability including the competencies of individuals in the team/group f.7. understanding and knowledge of the application of current competencies within functional activity f.8. relevant contract documentation requirements

Evidence Guide (continued)

NEGOTIATE A CONTRACT

	<ul style="list-style-type: none"> g. Ability to: <ul style="list-style-type: none"> g.1. prioritise work and coordinate self and others in relation to workplace activities g.2. access, read and interpret contractual documents, regulatory requirements and workplace policies and procedures g.3. identify and solve problems that may arise when negotiating a contract g.4. provide leadership to others g.5. plan and organise work activities g.6. select and apply appropriate technology and information systems a.7. modify activities to cater for variations in workplace contexts and environment
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to opportunities to: <ul style="list-style-type: none"> 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 negotiate a contract, and/or a.2. negotiate a contract in an appropriate range of operational transport, warehousing, storage and distribution contexts involving relevant systems, personnel, equipment, work instructions and deadlines
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing and formalising contract negotiations a.2. identifying opportunities for improvements to supply operations and negotiating changes with contractor a.3. mediating and resolving issues surrounding contracted supply of services, equipment or goods b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. relevant codes of practice and legislative requirements including local and international freight regulations b.2. OHS and environmental protection policies and procedures b.3. workplace procedures and instructions b.4. issue resolution procedures c. When allocating tasks consistently considers competency requirements, size of tasks, development opportunities and requirements of workplace policy and operating procedures and makes appropriate adjustments when required d. Action is taken promptly to report and/or rectify any identified contractual problems in accordance with relevant regulations and workplace procedures e. Performance is demonstrated consistently over a period of time and in a suitable range of contexts f. Work is completed systematically with required attention to detail g. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others

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. by the Registered Training Organisation in a workplace simulated facility with relevant equipment, simulated job orders, work instructions and deadlines, and/or
 - a.2.2. in an appropriate work situation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	2	2

THHCOR01B Work with colleagues and customers

Unit Descriptor

This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries. This is a core unit which underpins all other competencies dealing with colleagues and customers and applies to all levels and sectors of the industry.

Element

Performance Criteria

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|--------------------------------|--|
| 1 Communicate in the workplace | <ul style="list-style-type: none">1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.1.2 Use language and tone appropriate to a given situation in both written and spoken communication.1.3 Use appropriate non-verbal communication in all situations.1.4 Observe and take into consideration non-verbal communication of colleagues and customers.1.5 Show sensitivity to cultural and social differences.1.6 Use active listening and questioning to facilitate effective two-way communication.1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.1.8 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.1.9 Use the medium correctly and according to standard protocol and enterprise procedures. |
|--------------------------------|--|

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|---|---|-----|--|
| 2 | Maintain personal presentation standards | 2.1 | <p>Practise high standards of personal presentation in accordance with:</p> <ul style="list-style-type: none"> - enterprise requirements - work location - occupational health and safety issues - impacts on different types of customers - specific requirements for particular work functions. |
| 3 | Provide service to colleagues and customers | 3.1 | Identify customer needs and expectations correctly, including those with special needs, and provide appropriate products, services or information. |
| | | 3.2 | Meet all reasonable needs and requests of customers within acceptable enterprise time frames. |
| | | 3.3 | Identify and take all opportunities to enhance the quality of service. |
| | | 3.4 | Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and enterprise procedures. |
| | | 3.5 | Handle customer complaints positively, sensitively and politely and in consultation with the customer. |
| | | 3.6 | Refer difficult complaints to the appropriate person in accordance with individual level of responsibility and enterprise policy and procedures. |
| | | 3.7 | Maintain a positive and co-operative manner at all times. |

4 Work in a team

- 4.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.
- 4.2 Recognise and accommodate cultural differences within the team.
- 4.3 Identify work-team goals jointly with colleagues and relevant others.
- 4.4 Identify, prioritise and complete individual tasks within designated time frames.
- 4.5 Seek assistance from other team members, supervisors and managers when required.
- 4.6 Offer assistance to colleagues when required, to ensure designated work goals are met.
- 4.7 Acknowledge and respond to feedback and information from other team members.
- 4.8 Negotiate changes to individual responsibilities to meet reviewed work goals.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Depending upon the enterprise or specific situations, customers and colleagues may be:

- workmates/colleagues
- external customers and clients
- members of other tourism and hospitality industry sectors
- individuals or groups such as consultants and committees
- government or organisations
- local residents
- visitors
- media.

Situations and contexts in which this unit may be applied might include:

- in an office
- back of house
- front of house
- reception area
- on tour
- on site
- using a phone or mobile phone.

Non-verbal communication may include:

- body language
- dress and accessories
- gestures and mannerisms
- voice tonality and volume
- use of space
- culturally specific communication customs and practices.

Customers with specific needs may include:

- those with a disability
- those with special cultural or language needs
- unaccompanied children
- parents with young children
- pregnant women
- single women.

Cultural and social differences may include:

- modes of greeting, farewelling and conversation
- body language – use of body gestures
- formality of language.

Personal presentation may include:

- dress
- hair and grooming

- hands and nails
- jewellery.

Media for communication may include:

- fax
- email or other electronic communication
- simple written messages eg. restaurant bookings or phone messages
- face-to-face
- telephone
- two-way communication systems
- standard forms and proformas.

Factors which affect selection of the appropriate medium may include:

- technical and operational features
- access of the sender and receiver to necessary equipment
- technical skills required to use the medium
- required format
- degree of formality required
- urgency and timeframes.

Protocol and enterprise procedures may include:

- modes of greeting and farewelling
- addressing the person by name
- time-lapse before a response
- style manual requirements
- standard letters and proformas.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

The following knowledge and skills must be assessed as part of this unit:

- effective communication techniques in relation to:
 - listening
 - questioning
 - non-verbal communication
- basic written communication skills eg. messages, notes, emails, fax
- identifying and responding to different cultural, language and special needs
- teamwork principles
- identifying and dealing with conflict situations and misunderstandings
- customer service skills including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services
- ethics of professional hospitality and tourism behaviour
- characteristics of different types of communication media.

Linkages to Other Units

This is a core unit which underpins effective performance in all other units. It is strongly recommended that it be delivered and assessed in conjunction with other relevant operational and service units.

This unit has particular linkages to the following units and combined training and assessment is strongly recommended:

- THHCOR02B Work in a socially diverse environment
- THHGCS02B Promote products and services to customers
- THHGCS03B Deal with conflict

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- ability to work in a team
- ability to respond effectively to a range of different customer service situations
- understanding of communication and customer service and its importance in a tourism/hospitality context.

The focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the cultural variances and special requirements that apply in particular situations.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of communication skills through interaction with others
- project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that communication skills 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:

- direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues
- role plays about communication situations and dealing with conflicts and misunderstandings
- review of simple messages written by the candidate for various situations
- questions about effective communication and personal presentation
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Responding to instructions and requests from customers and colleagues Seeking out and reviewing information related to work activities
Communicating Ideas and Information	2	Receiving, following and giving instructions to others in the team Providing customers with information about products and services, assisting them with requests Passing on messages in writing to colleagues
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities Making arrangements for customers
Working with Others and in Teams	2	Working co-operatively with colleagues Clarifying personal responsibilities
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with conflicts and misunderstandings Exploring reasons for communication breakdown and working out solutions in consultation with others
Using Technology	1	Using computers, telephone equipment, fax machines and other communications equipment

THHGCS03B Deal with conflict situations

Unit Descriptor

This unit deals with the skills and knowledge required to handle difficult interpersonal situations – both with customers and colleagues. The unit covers the conflict resolution skills required by all people working in the tourism and hospitality industry to address the conflicts which may arise in day-to-day work activities. It does not include formal negotiation, counselling or conducting mediation.

Element	Performance Criteria
1 Identify conflict situations	<ul style="list-style-type: none">1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance.
2 Resolve conflict situations	<ul style="list-style-type: none">2.1 Take responsibility for finding a solution to the conflict within the scope of individual responsibility.2.2 Encourage all points of view and accept them and treat them with respect.2.3 Use effective communication skills to assist in the management of the conflict.2.4 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.
3 Respond to customer complaints	<ul style="list-style-type: none">3.1 Handle complaints sensitively, courteously and discreetly.3.2 Take responsibility for resolving the complaint.3.3 Establish and agree on the nature and details of the complaint with the customer.3.4 Taken appropriate action to resolve the complaint to the customer's satisfaction wherever possible.3.5 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service.

- 3.6 Complete any necessary documentation accurately and legibly within time constraints.

Range Statement

This unit applies to tourism and hospitality and catering operations where food is prepared and served. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Conflict situations may relate to:

- customer complaints
- conflicts among work colleagues
- refused entry
- drug or alcohol affected persons
- ejection from premises
- delayed customers.

Situations where personal safety of customers or colleagues may be threatened and assistance is required may include those where there are:

- drug or alcohol affected persons who cannot be reasoned with
- people with guns or arms
- situations where someone has been or may be hurt
- people who appear to be violent or are threatening
- situations where customers refuse to leave or be pacified.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures, workplace culture and policies
- conflict resolution skills and strategies incorporating communication skills of:
 - assertiveness
 - listening
 - non-verbal communication
 - language style
 - problem solving
 - negotiation
- procedures for customer complaints.

Linkages to Other Units

This unit must be assessed with or after the following unit. This unit describes the skills and knowledge essential to the achievement of competence.

- THHCOR01B Work with colleagues and customer

This unit has linkages to the following units and combined training and assessment may be appropriate:

- THHGCS08B Establish and conduct business relationships
- THHGLE01B Monitor work operations
- THHGLE08B Lead and manage people
- THHGLE09B Manage workplace diversity.

Note that problem solving is included in both this unit and unit THHGLE01B Monitor work operations. Care should be taken to avoid duplication in training and assessment.

Critical Aspects of Assessment

Evidence of the following is critical:

- knowledge of conflict resolution techniques
- ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and workplace.

Context of Assessment

Assessment must ensure:

- activities that allow the candidate to address a range of commonly-occurring conflict situations that may be found in the workplace These should be related to the usual work roles of the candidate, such as handling customer complaints in a restaurant, resolving disputes with colleagues over work aspects, dealing with contractors or suppliers who fail to meet obligations
- interaction with others to demonstrate appropriate interpersonal skills for resolving conflicts.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that dealing with conflict 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:

- direct observation of the candidate demonstrating complaint handling or negotiation skills, either in the workplace or through role plays
- case studies to analyse and resolve conflict situations arising in various work contexts
- written or oral questions to assess underpinning theories related to conflict resolution
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Obtaining the relevant facts and opinions about a particular complaint or conflict situation Taking into account cultural differences in dealing with complaints or disputes
Communicating Ideas and Information	2	Completing records or reports on complaints or incidents Providing advice or options to customers in resolving complaints
Planning and Organising Activities	2	Working out the most appropriate way to deal with a dispute or complaint Planning the steps to deal with a particular conflict
Working with Others and in Teams	2	Negotiating to solve differences with colleagues.
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Resolving disputes about services or goods Turning complaints into positive customer service situations
Using Technology	-	-

THHGCS07B Coordinate marketing activities

Unit Descriptor

This unit deals with the skills and knowledge required to co-ordinate a range of marketing and promotional activities in a tourism and hospitality context. The unit therefore incorporates knowledge of marketing principles. This unit generally does not reflect the skills required by operational staff unless sales and marketing activities form a substantial part of the job responsibility.

Element	Performance Criteria
1 Plan and organise marketing and promotional activities	<ul style="list-style-type: none">1.1 Plan and schedule promotional activities in accordance with the marketing plan or other enterprise systems.1.2 Identify, analyse and incorporate relevant market information into short term planning.1.3 Assess invitations to participate in activities based on current marketing focus and other relevant information.1.4 Develop and implement detailed action plans for promotional activities at the appropriate time to address all operational details.
2 Undertake a general public relations role	<ul style="list-style-type: none">2.1 Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the organisation.2.2 Use networks to assist in the implementation of promotional activities.2.3 Develop public relations resources where appropriate including media releases and industry/media support materials.
3 Review and report on promotional activities	<ul style="list-style-type: none">3.1 Review all activities in accordance with agreed evaluation methods and incorporate the results into future planning.3.2 Prepare reports in accordance with enterprise policy and required timeframes.3.3 Present current market intelligence in a manner, which provides clear and concise information to those responsible for sales and marketing planning.3.4 Make informal reports to relevant colleagues to maximise opportunity to meet team targets.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing and promotional activities may include:

- promotional events
- display and signage initiatives
- trade and journalist familiarisations
- limited product development within scope of individual responsibility
- market research
- advertising
- industry and public relations activities
- web-based activities.

Information to be incorporated into the planning process may include:

- marketing reports
- sales reports
- financial statistics
- marketplace trends
- competitive activity.

Issues and information to be considered when assessing whether to participate in various marketing and promotional activities may include:

- consistency with overall marketing direction
- level of exposure to be achieved
- matching of attendees to target markets
- financial resource issues
- human resource requirements
- timing of the activity or event.

Issues to be considered when creating detailed plans for participation in various marketing activities may include:

- objectives and nature of the activity
- budget availability
- public relations implications
- staffing requirements and briefings
- availability of brochures and other promotional materials
- equipment requirements
- contracting of other services (eg. display)
- travel arrangements
- strategies to ensure maximum benefits
- possible co-operative approaches (pro-active or reactive)
- need for external assistance
- fulfilling administrative and procedural requirements
- available technology
- potential E-business opportunities.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- in-depth product knowledge sufficient to support typical industry marketing activities
- industry and market knowledge including:
 - industry marketing and sales networks and distribution systems, including E-business options
 - customer trends and preferences
- overall content and structure of a marketing plan
- key marketing principles
- general knowledge of the types of promotional activities commonly used in the tourism and hospitality industry including:
 - trade and consumer shows
 - in-house promotions
 - advertising
 - public relations
 - familiarisations
 - signage and display
- general knowledge of major tourism and hospitality industry marketing and promotional events as relevant to the industry sector
- knowledge of the legal issues that affect marketing activities in the Australian tourism industry
- planning and organisational skills in specific relation to marketing activities.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:

- THHGCS08B Establish and conduct business relationships

There is also a very strong link between this unit and the following units and depending upon the industry sector and workplace, combined training and assessment may also be appropriate:

- THHGCS06B Plan and implement sales activities
- THHGLE03B Develop and implement operational plans

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to coordinate and organise a number of promotional activities within a specific tourism and hospitality context
- logical and thorough activity planning including development of supporting organisational systems
- knowledge of marketing principles and their application to practical workplace contexts
- general knowledge of marketing activities within the specific context of the tourism and hospitality industry.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities conducted over a period of time and in a tourism or hospitality context so that all aspects of this unit can be assessed
- organisation and conduct of marketing activities targeting audiences which have a genuine interest or potential in purchasing the product or service.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that the co-ordination of marketing activities 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:

- evaluation of marketing activities planned and conducted by the candidate
- evaluation of marketing reports prepared by the candidate to detail the way in which an activity was planned and conducted and lessons to be learned for future activities
- evaluation of marketing activities organised and implemented by the candidate in conjunction with or on behalf of industry operators
- case studies to assess application of marketing principles to specific industry situations
- oral or written questions to assess underpinning knowledge of marketing in the context of the tourism or hospitality industries
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Assessing who to invite on familiarisation tour of a destination or resort property
Communicating Ideas and Information	3	Creating a briefing document for colleagues on an in-house promotion you are organising
Planning and Organising Activities	3	Organising participation in the Australian Tourism Exchange (ATE)
Working with Others and in Teams	2	Liaising with co-operative marketing partners
Using Mathematical Ideas and Techniques	1	Calculating cost per attendee for a promotional event
Solving Problems	2	Developing a short term solution to a shortage of brochures when manning a promotional booth at a shopping centre promotion
Using Technology	1	Using Excel to produce effective sales results charts for a presentation

THHGCS08B Establish and conduct business relationships

Unit Descriptor

This unit deals with the skills and knowledge required to manage business relationships with customers or suppliers within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required by specialised sales and marketing personnel and managers in the industry. This unit therefore covers skills generally not required for operational staff.

Element

Performance Criteria

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| 1 Establish and conduct business relationships | <ul style="list-style-type: none">1.1 Establish relationships within the appropriate cultural context in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers.1.2 Build trust and respect in business relationships through use of effective communication skills and techniques.1.3 Identify and take up opportunities to maintain regular contact with customers and suppliers. |
| 2 Conduct negotiations | <ul style="list-style-type: none">2.1 Conduct negotiations in a business-like and professional manner within the relevant cultural context.2.2 Conduct negotiations in the context of the current enterprise marketing focus.2.3 Maximise benefits for all parties in the negotiation through use of established techniques and in the context of establishing long term relationships.2.4 Incorporate feedback and input from colleagues into the negotiation where appropriate.2.5 Communicate the results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes. |

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|---|--|-----|--|
| 3 | Make formal business agreements | 3.1 | Confirm agreements in writing, using formal contracts where appropriate, and in accordance with enterprise requirements. |
| | | 3.2 | Check and gain appropriate approvals for all aspects of formal agreements in accordance with enterprise procedures. |
| | | 3.3 | Identify the need for and seek specialist advice in the development of contracts where appropriate. |
| | | | |
| 4 | Foster and maintain business relationships | 4.1 | Pro-actively seek, review and act upon information needed to maintain sound business relationships. |
| | | 4.2 | Honour agreements within the scope of individual responsibility. |
| | | 4.3 | Make adjustments to agreements in consultation with the customer/supplier and share information with appropriate colleagues. |
| | | 4.4 | Nurture relationships through regular contact and use of effective interpersonal and communication styles. |

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Negotiations and formal agreements refer to quite broad and significant commercial dealings and may include:

- corporate accounts
- service contracts
- agency agreements
- venue contracts
- rate negotiations
- marketing agreements
- preferred product agreements.

Business relationships may be with customers or suppliers.

Opportunities to maintain regular contact with customers or suppliers may include:

- informal social occasions
- industry functions
- association membership
- co-operative promotions
- program of regular telephone contact.

Negotiation techniques may include:

- identification of goals, limits
- clarification of needs of all parties
- identifying points of agreement and points of difference
- preparatory research of facts
- active listening and questioning
- non-verbal communication techniques
- appropriate language
- bargaining
- developing options
- confirming agreements
- appropriate cultural behaviour.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- knowledge of the business environment in which the tourism and hospitality industry operates including major current marketing and management issues as appropriate to the industry sector
- knowledge of the legal issues that affect negotiations and contracts in the relevant industry sector

- general knowledge of contracts as appropriate to different industry sectors
- negotiation and communication techniques appropriate to negotiations that may be of significant commercial value.

Linkages to Other Units

This unit underpins effective performance in a range of other marketing and management units. Depending upon the industry sector and workplace combined training and assessment may be appropriate. Examples include:

- THHGCS06B Plan and implement sales activities
- THHGCS07B Co-ordinate marketing activities
- all leadership and management units

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to conduct successful business negotiations within a specific tourism and hospitality context
- ability to build and maintain relationships to achieve successful business outcomes
- knowledge and understanding of the current environment in which tourism and/or hospitality businesses operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of the role of contracts within a given industry sector.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities conducted over a period of time so that all aspects of the unit can be assessed
- relationship-building and negotiation activities with a range of individuals with whom the candidate has an actual or potential commercial relationship.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that relationship building and negotiation skills 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:

- evaluation of negotiations and business relationships or agreements conducted or made by the candidate
- evaluation of reports prepared by the candidate detailing how the negotiation aspects of a project were managed
- case studies to assess application of knowledge to specific business situations
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gathering and analysing information in preparation for a meeting to review a preferred product arrangement
Communicating Ideas and Information	3	Presenting a proposal to win a series of major dinner functions for your venue
Planning and Organising Activities	3	Managing an annual review of all supplier contracts
Working with Others and in Teams	2	Joining and participating in an industry networking group
Using Mathematical Ideas and Techniques	2	Calculating profit margins to inform a contract-negotiation process
Solving Problems	3	Salvaging a process of negotiating a contract renewal, when the customer has been informed of recent negative customer feedback on your product
Using Technology	1	Generating financial performance data from a computerised accounting system

THHGGA06B Receive and store stock

Unit Descriptor

This unit deals with the skills and knowledge required to receive and store stock in a range of tourism and hospitality enterprises. This unit equates to unit THHBKA03B Receive and store kitchen supplies.

Element	Performance Criteria
1 Take delivery of stock	<ul style="list-style-type: none">1.1 Check incoming stock accurately against orders and delivery documentation in accordance with enterprise procedures.1.2 Identify and record variations and report them to the appropriate person.1.3 Inspect items for damage, quality, use-by dates, breakages or discrepancies, and record findings in accordance with enterprise policy.1.4 Manage excess stock appropriately, according to enterprise policy.
2 Store stock	<ul style="list-style-type: none">2.1 Transport all stock to the appropriate storage area promptly, safely and without damage.2.2 Store stock in the appropriate location within the area and in accordance with enterprise security procedures.2.3 Record stock levels accurately, and in accordance with enterprise procedures.2.4 Label stock in accordance with enterprise procedures.
3 Rotate and maintain stock	<ul style="list-style-type: none">3.1 Rotate stock in accordance with enterprise policy.3.2 Move stock in accordance with safety and hygiene requirements.3.3 Check on the quality of stock at regular intervals, and report findings to the appropriate personnel.

- 3.4 Place excess stock into storage or dispose of in accordance with enterprise policy.
- 3.5 Maintain stock area in accordance with enterprise and/or government requirements, and identify and report any problems promptly to the appropriate personnel.
- 3.6 Use stock recording systems correctly, and in accordance with enterprise speed and accuracy requirements.

Range Statement

This unit applies to all tourism and hospitality operations where stock is received and stored. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

This unit may apply to stock received from both internal and external suppliers and maintained within a stock control system.

Stock control systems may be:

- manual
- computerised.

Stock may include:

- food items other than those for a kitchen
- beverages for bar, mini bar, restaurant, shop
- equipment such as maintenance and cleaning equipment, office equipment etc.
- linen such as sheets, towels
- stationery such as guest stationery, office supplies
- brochures and promotional materials
- vouchers and tickets
- souvenir products.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- principles of stock control including:
 - rotation
 - correct storage procedures for specific goods
 - segregation of non-food items with potential to contaminate
 - checking for slow moving items

- appropriate storage types and conditions for particular items
- types of stock control documentation and systems that may be applied in the tourism and hospitality industries
- stock security systems and procedures
- safe lifting and handling procedures
- safe and correct use of equipment eg. fork lifts
- basic knowledge of relevant stock, including product life, storage requirements
- hygiene procedures related to stock handling and storage
- logical and time-efficient work flow.

Linkages to Other Units

This unit has strong linkages to a range of other operational units. Receipt and storage of stock is undertaken by people working in all sectors of the tourism and hospitality industry. As such, combined training and assessment with other relevant units may be appropriate. These units should be selected to suit the specific industry sector and workplace.

In a restaurant or bar environment this unit must be assessed with or after the following unit:

- THHGHS01B Follow workplace hygiene procedures

This unit is related to and equivalent to the following unit which deals specifically with the storage of food:

- THHBKA03B Receive and store kitchen supplies

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to receive and store goods efficiently and safely for the selected industry environment
- application of the occupational health, safety and hygiene issues related to receipt, handling and storage of goods.

Context of Assessment and Resource Implications

Assessment must ensure:

use of current technology, equipment, stock documentation and real stock items
demonstration of skills within typical workplace time constraints.

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes involved in receiving and storing stock 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:

- direct observation of the candidate receiving and storing goods
- written or oral questions to test knowledge of stock procedures and security issues
- review of workplace reports and records related to stock control, prepared by the candidate
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Checking stock, analysing it and recording relevant information about it Organising stock in storage receptacles and areas
Communicating Ideas and Information	1	Checking delivery documentation against order requirements Recording information about stock levels, conditions and variations against documentation
Planning and Organising Activities	1	Planning sequence and timing of stock receipt and storage Practicing stock rotation
Working with Others and in Teams	1	Working co-operatively with other members of staff
Using Mathematical Ideas and Techniques	1	Counting and checking quantities and sizes of stock
Solving Problems	1	Dealing with minor problems such as shortages, variations and errors
Using Technology	1	Using mechanical lifting and storage equipment Using computerised stock control and ordering systems

THHGGA07B Control and order stock

Unit Descriptor

This unit deals with the skills and knowledge required to control and order stock in a range of tourism and hospitality enterprises. This role is generally carried out by supervisors and team leaders. This unit builds on the unit THHGGA06B Receive and store stock.

Element	Performance Criteria
1 Maintain stock levels and records	1.1 Monitor and maintain stock levels to enterprise requirements.
	1.2 Monitor stock security and adjust systems as required.
	1.3 Monitor and adjust stock re-order cycles as required.
	1.4 Inform colleagues of their individual responsibilities in regard to the reordering of stock.
	1.5 Maintain records of stock storage and movement in accordance with enterprise procedures.
	1.6 Monitor stock performance, and identify and report fast/slow-selling items in accordance with enterprise procedures.
2 Process stock orders	2.1 Process orders for stock accurately and in accordance with enterprise procedures.
	2.2 Maintain and record stock levels ensuring information is complete, correct and current.
	2.3 Check incoming stock against purchase and supply agreements and record all necessary details.

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| 3 Minimise stock losses | 3.1 | Identify and record stock losses according to enterprise procedures. |
| | 3.5 | Report losses in accordance with enterprise procedures. |
| | 3.6 | Identify avoidable losses and establish reasons behind these losses. |
| | 3.7 | Recommend solutions to loss situations, and implement related procedures to prevent future avoidable losses. |
| 4 Follow up orders | | |
| | 4.1 | Monitor the delivery process to ensure agreed deadlines are met. |
| | 4.2 | Liaise with colleagues and suppliers to ensure continuity of supply. |
| | 4.3 | Follow up on routine supply problems, or refer problems to the appropriate person in accordance with enterprise policy. |
| | 4.4 | Distribute stock to agreed allocations. |
| 5 Organise and administer stocktakes | | |
| | 5.1 | Organise stocktakes at appropriate intervals according to enterprise policy and procedures. |
| | 5.2 | Allocate stocktaking responsibilities to staff. |
| | 5.3 | Produce accurate stocktake reports within designated timelines. |

Range Statement

This unit applies to tourism and hospitality operations where stock is ordered and controlled. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

This unit may apply to stock received from both internal and external suppliers and maintained within a stock control system.

Stock control systems may be:

- manual
- computerised.

Stock may include:

- food
- beverages
- equipment such as maintenance and cleaning equipment, office equipment
- linen
- stationery
- brochures and promotional materials
- cleaning supplies and chemicals
- vouchers and tickets
- souvenir products.

Reasons for loss of stock may include:

- lack of rotation leading to product deterioration
- inappropriate storage conditions
- access by pests or vermin
- theft
- overstocking.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- stock level maintenance techniques as appropriate to the industry sector
- typical stocktaking procedures as appropriate to industry sector
- stock recording systems
- stock security systems
- types of stock control documentation and systems that may be applied in the tourism and hospitality industries
- stock security systems
- reasons for stock loss and damage.

Linkages to Other Units

This unit must be assessed with or after the following unit, which describes skills and knowledge essential to this unit of competence:

- THHGGA06B Receive and store stock, or;
- THHBKA03B Receive and store kitchen supplies

This unit also has strong linkages to a range of other operational units. Receipt and storage of stock is undertaken by people working in all sectors of the tourism and hospitality industry. As such, combined assessment/training with other relevant units may be appropriate. These units should be selected to suit the specific industry sector and workplace.

In some industry sectors this unit is carried out by team leaders or supervisors, and in these instances combined training and assessment with the following may be appropriate:

- THHGLE01B Monitor work operations
- THHGLE17B Manage and purchase stock

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to maintain continuous stock supply within a specific tourism and hospitality industry environment
- ability to meet accuracy and speed requirements for completion and maintenance of stock records.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time.
- use of real stock items
- use of industry-current stock control technology or documentation
- involvement of internal/external suppliers

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes involved in receiving and storing stock 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:

- review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet
- written or oral questions to test knowledge of reasons for procedures
- case studies to assess ability to develop procedures for particular situations or solve problems related to stock control or security
- review of workplace reports and records related to stock control, prepared by the candidate
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Carrying out stocktaking Determining stock levels
Communicating Ideas and Information	1	Ordering stock from suppliers Explaining to others about storage, systems etc Completing stock records, requisitions and orders
Planning and Organising Activities	2	Maintaining stock levels, controlling stock Organising stocktakes
Working with Others and in Teams	1	Ensuring that stock levels are sufficient for the requirements of a particular team or section Liaising to determine stock requirements
Using Mathematical Ideas and Techniques	1	Calculating amounts required for ordering, counting quantities during stocktakes
Solving Problems	2	Dealing with discrepancies in stock levels, differences between orders and deliveries Handling the situation where there are problems with quality of goods on delivery or in storage
Using Technology	1	Using computerised stock control systems

THHGHS01B Follow workplace hygiene procedures

Unit Descriptor

This unit deals with the skills and knowledge required to follow key hygiene procedures which apply in hospitality and tourism enterprises. It is particularly relevant to staff working in kitchens, housekeeping, food and beverage and tour operations involving the preparation of food.

Element	Performance Criteria	
1 Follow hygiene procedures	1.1	Follow workplace hygiene procedures in accordance with enterprise standards and legal requirements.
	1.2	Handle and store all items according to enterprise requirements and legal obligations.
2 Identify and prevent hygiene risks	2.1	Identify potential hygiene risks promptly.
	2.2	Take action to minimise or remove the risk within the scope of individual responsibility and in accordance with enterprise and legal requirements.
	2.3	Report hygiene risks beyond the control of individual staff members immediately to the appropriate person for follow up.

Range Statement

This unit applies to all hospitality and tourism sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Hygiene procedures may be related to:

- 1 kitchen operations and cookery
- housekeeping
- laundry
- food and beverage service.

Hygiene procedures may include:

- safe and hygienic handling of food and beverage
- regular hand washing
- correct food storage
- appropriate and clean clothing
- avoidance of cross-contamination
- safe handling disposal of linen and laundry
- appropriate handling and disposal of garbage
- cleaning and sanitising procedures
- personal hygiene.

Potential hygiene risks may include:

- bacterial and other contamination arising from poor handling of food
- inappropriate storage of foods, including:
 - storage at incorrect temperatures
 - foods left uncovered
- poor personal hygiene practices
- poor work practices, relating to:
 - cleaning
 - housekeeping
 - food handling
- vermin
- airborne dust
- cross-contamination through cleaning inappropriate cleaning practices
- inappropriate handling of potentially infectious linen
- contaminated wastes such as blood and body secretions
- disposal of garbage and contaminated or potentially contaminated wastes.

Minimising or removing risks may include:

- auditing staff skills and providing training
- ensuring policies and procedures are followed strictly
- audits of incidents, with follow-up actions.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- knowledge of factors which contribute to workplace hygiene problems
- general hazards in the handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection
- sources of and reasons for food poisoning
- overview of relevant State/Territory legislation in relation to food handling, personal and general hygiene
- typical hygiene control procedures in the hospitality/tourism industries.

Linkages to Other Units

This unit underpins effective performance in housekeeping, kitchen, food and beverage and some tour operations areas. It is recommended that it be delivered and assessed in conjunction with units from those areas. In the kitchen area, additional units on food safety and hygiene are required.

There is a strong linkage to the following unit and combined training and assessment is recommended:

- THHBCC11B Implement food safety procedures

Critical Aspects of Assessment

Evidence of the following is critical:

- understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
- ability to identify, explain and follow established enterprise procedures and legislative requirements.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to demonstrate application of hygiene principles and procedures within a hospitality or tourism context
- use of real products, materials and equipment.

For generic pre-employment training and assessment, arrange of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Methods should be chosen to ensure that knowledge of workplace hygiene requirements, precautions and appropriate procedures, can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate carrying out work tasks that involve following hygiene procedures
- oral and written questions about hygiene principles and practices and legislation
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Following policies and procedures related to hygiene practices. Seeking out and reviewing information related to hygiene practices.
Communicating Ideas and Information	1	Receiving, following and giving instructions to others about hygiene.
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities.
Working with Others and in Teams	1	Observing hygiene requirements and ensuring that colleagues comply Clarifying personal and group responsibilities for hygienic practices.
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Identifying hygiene-related problems and working out solutions in consultation with others.
Using Technology	-	-

THHGHS02B Clean premises and equipment

Unit Descriptor

This unit deals with the skills and knowledge required to carry out general cleaning duties within a range of tourism and hospitality enterprises. This unit would generally be undertaken in conjunction with specialist operational units such as THHBH03B Prepare rooms for guests and THHBKA04B Clean and maintain kitchen premises.

Element

Performance Criteria

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| 1 Select and set up equipment and materials | 1.1 Select equipment according to type of cleaning to be undertaken. |
| | 1.2 Check that all equipment is clean and in safe working condition prior to use. |
| | 1.3 Select and prepare suitable dry and wet cleaning agents and chemicals in accordance with manufacturer's and relevant occupational health and safety requirements. |
| | 1.4 Select and use protective clothing where necessary. |
| 2 Clean dry and wet areas | 2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks. |
| | 2.2 Prepare wet and dry areas to be cleaned and identify any hazards. |
| | 2.3 Barricade the work area or place warning signs, as appropriate, to reduce risk to colleagues and customers. |
| | 2.4 Select and apply correct cleaning agents or chemicals for specific areas, in accordance with manufacturer's recommendations, safety procedures and enterprise policies and procedures. |
| | 2.5 Use equipment correctly and safely. |
| | 2.6 Dispose of garbage and used chemicals in accordance with hygiene, safety and environmental legislation requirements. |

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| 3 | Maintain and store cleaning equipment and chemicals | 3.1 | Clean equipment after use in accordance with enterprise requirements and manufacturer's instructions. |
| | | 3.2 | Carry out or arrange routine maintenance in accordance with enterprise procedures. |
| | | 3.3 | Identify faults and report them in accordance with enterprise procedures. |
| | | 3.4 | Store equipment in the designated area and in a condition ready for re-use. |
| | | 3.5 | Store chemicals in accordance with health and safety requirements. |

Range Statement

This unit applies to all tourism and hospitality establishments. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Dry and wet areas may include:

- bathrooms
- bedrooms
- kitchens
- balconies
- private lounge areas
- public areas (both internal and external)
- function rooms
- storage areas.

Equipment may include:

- electrically operated equipment such as scrubbers, polishers, vacuum cleaners
- mops, brushes and brooms
- buckets
- dusters
- pans
- garbage receptacles.

Chemicals may include:

- general and spot cleaning agents
- cleaning agents for specialised surfaces including window and glass cleaners
- disinfectants
- pesticides
- deodorisers
- furniture and floor polishes.

Manufacturer and other recommendations may include:

- cleaning and maintenance guidelines
- dosage and dilution of chemicals

- safety requirements.

Occupational health and safety and environmental requirements may include:

- enterprise policies and procedures related to cleaning operations and disposal of used chemicals
- legislation related to general workplace safety, hazardous substances, and manual handling and storage requirements
- enterprise security procedures.

Protective clothing may include:

- overalls
- jackets
- aprons
- goggles and masks
- gloves
- waterproof clothing and footwear
- headwear
- breathing apparatus.

Hazards may include:

- spillages
- breakages
- wet or slippery surfaces
- broken or damaged furniture
- fumes
- blood
- needles and syringes
- used condoms
- sharp objects including knives, skewers
- human waste
- surgical dressings
- broken glass
- fat and oil
- heated utensils and surfaces
- sharp food scraps including bones and crustacean shells.

Equipment cleaning and maintenance may include:

- wiping down and cleaning
- washing and rinsing
- sanitising
- drying out
- dismantling and re-assembling
- emptying
- routine maintenance in accordance with planned, preventative maintenance programs.

Equipment faults may include:

- breakdowns
- damage to parts, surfaces, electrical cords and connections.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- specific requirements of State/Territory Occupational health and safety legislation which relate to cleaning operations
- environmental legislation that impacts on cleaning operations
- safe handling of common cleaning equipment used in tourism/hospitality establishments
- safe handling of common cleaning chemicals used in tourism/hospitality establishments
- safe handling and treatment of common hazards encountered in areas to be cleaned including all those listed in the range statement.

Linkages to Other Units

This unit must be assessed with or after the following unit. This unit describes skills and knowledge essential to this unit of competence.

- THHGHS01B Follow workplace hygiene procedures

This unit may also have linkages to the following units, depending on work context, and combined delivery and assessment may be appropriate in such instances:

- THHBH03B Prepare rooms for guests
- THHBKA04B Clean and maintain kitchen premises

Critical Aspects of Assessment

Evidence of the following is critical:

- understanding of the importance of cleaning services to the overall quality of service provided by the enterprise
- ability to safely and efficiently select and use relevant equipment and cleaning agents in accordance with acceptable enterprise cleaning routines and timeframes.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within both dry and wet areas that need cleaning
- project or work activities that allow the candidate to complete a range of cleaning tasks within industry-required timeframes
- use of equipment and cleaning agents that reflect current industry practice.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that cleaning of premises and equipment 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:

- direct observation of cleaning and maintenance activities
- oral or written questioning to assess knowledge of cleaning and maintenance procedures, materials equipment and legislation
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Responding to instructions and requests for cleaning and maintenance Seeking out and reviewing information related to work activities.
Communicating Ideas and Information	1	Receiving, following and giving instructions to others Communicating with colleagues and customers.
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities according to standard schedules and timeframes Making arrangements with specific customers, colleagues and departments or sections.
Working with Others and in Teams	1	Working co-operatively with colleagues in completing cleaning and maintenance activities Clarifying personal responsibilities Exploring reasons for communication breakdown and working out solutions in consultation with others.
Using Mathematical Ideas and Techniques	1	Calculating quantities of chemicals required and dilution rates.
Solving Problems	1	Dealing with hazards Assessing routine and non-routine cleaning and equipment maintenance.
Using Technology	1	Using cleaning equipment requiring adjustment and modulation.

THHGLE12B Develop and manage marketing strategies

Unit Descriptor

This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package.

Element	Performance Criteria
1 Collect and analyse information on the internal business environment	1.1 Identify and confirm core activities, customer base, business values and current business direction.
	1.2 Identify and analyse information on current and past marketing and its effectiveness.
	1.3 Review performance information from all areas of the business to identify strengths, weaknesses and critical success factors.
	1.4 Identify and record current capabilities and resources, including the need for specialist assistance.
	1.5 Identify any under-performing products and services and analyse and report on reasons for under-performance.
	1.6 Record and report information in accordance with enterprise requirements.
2 Collect and analyse information on the external business environment	2.1 Identify and analyse information on expected market growth or decline with associated risk factors.
	2.2 Record and analyse projected changes in the labour force, population and economic activity.
	2.3 Gather and analyse comparative market information.
	2.4 Identify and analyse industry and customer trends and developments, including emerging issues and technology.
	2.5 Identify and analyse the legal, ethical and environmental constraints of the market and potential business impacts.
	2.6 Record and report information in

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| 3 Prepare marketing strategies or plans | | accordance with enterprise requirements. |
| | 3.1 | Identify and analyse opportunities based on internal and external market analysis. |
| | 3.2 | Develop strategies that are consistent with the direction, values and business plans of the enterprise. |
| | 3.3 | Develop strategies in consultation with key stakeholders. |
| | 3.4 | Prepare marketing strategies to meet legal and ethical requirements. |
| | 3.5 | Provide timely opportunities for colleagues to contribute to the marketing plan. |
| 3.6 | Submit marketing plan for approval where appropriate in accordance with enterprise policy. | |
| 4 Implement and monitor marketing activities | 4.1 | Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving all appropriate colleagues. |
| | 4.2 | Implement and monitor actions detailed in the plan in a cost-efficient manner and according to schedule and contingencies. |
| | 4.3 | Produce reports in accordance with enterprise policy. |
| | 4.4 | Share information on marketing activities with operational staff to maintain awareness of current enterprise focus. |
| 5 Conduct ongoing evaluation | 5.1 | Evaluate marketing activities using agreed methods and benchmarks. |
| | 5.2 | Make adjustments in accordance with evaluation. |
| | 5.3 | Communicate and implement agreed changes promptly. |

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Marketing plans and strategies may be for:

- a specific product or service (new or existing)
- a small/medium sized business enterprise
- a destination
- a single event.

Sources of information may include:

- peers
- Internet
- official statistics
- government agencies
- industry associations
- business advisory services
- financial institutions
- industry publications.

Capabilities and resources may include:

- human resources
- financial resources
- equipment capacity
- staff skill levels
- hours of operation
- communication capabilities
- location/position
- E-business capacity.

Trends and developments may be:

- economic
- ecological/environmental
- government activities
- social and cultural
- demographic
- technology
- industrial.

Comparative market information may include:

- best practice information
- benchmarking
- competitor information.

Legal and ethical constraints may include:

- legislation
- regulation
- codes of practice
- cultural expectations and influences
- social responsibilities (eg. protection of children, environmental issues).

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- data collection tools and methodologies
- marketing planning techniques and formats
- internal and external issues which impact on market planning in a given industry context
- in-depth knowledge of tourism and hospitality industry marketing and distribution networks
- legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation
- research and analytical skills to analyse internal and external business environments.

Linkages to Other Units

There is a very strong link between this unit and the following unit. Both units focus on planning and depending upon the industry sector and workplace, combined delivery and assessment may be appropriate.

- THHGLE03B Develop and implement operational plans

Note: Knowledge of specific legal issues is required within this unit. This means that there is some duplication with the generic unit THHGLE20B Develop and update the legal knowledge required for business compliance. Repetition should be avoided in training and assessment.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to develop a marketing strategy for a specific tourism and/or hospitality product, service or enterprise. Plans should identify current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program
- knowledge and understanding of specific implementation and monitoring issues.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities conducted over a period of time to allow the candidate to both develop and implement a marketing strategy for a given product or service

- development and implementation of a marketing strategy which targets and involves individuals or businesses who have a genuine interest or potential in purchasing the product or service
- involvement of stakeholders in the planning process
- involvement of customers to whom products and services are marketed.

Assessment Methods

Assessment methods must be chosen to ensure that marketing planning and implementation 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:

- evaluation of the marketing aspects of a project conducted by the candidate either alone or in conjunction with industry
- evaluation of reports prepared by the candidate detailing marketing plans and results achieved
- case studies to assess application of marketing planning to different industry situations and contexts
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Sourcing and analysing destination visitation data for its impact on a particular product or service
Communicating Ideas and Information	3	Writing a marketing plan
Planning and Organising Activities	3	Co-ordinating the consultation and research phases for the development of a marketing plan
Working with Others and in Teams	3	Conducting a brainstorming session to gain staff input into the planning process
Using Mathematical Ideas and Techniques	1	Calculating budget figures for marketing activities
Solving Problems	3	Developing new marketing approaches for products or services which have so far failed to meet performance expectations
Using Technology	2	Integrating new technology into various marketing activities

THHGLE20B Develop and update the legal knowledge required for business compliance

Unit Descriptor

This unit deals with the skills and knowledge required to ensure business compliance with legislation governing the tourism and hospitality industries. It applies to senior personnel and managers. Knowledge of specific legal issues is covered within many other units; therefore there is some overlap with this unit. Repetition should be avoided in training and assessment.

Element	Performance Criteria
1 Research the legal information required for business compliance	1.1 Identify sources of legal information and advice correctly.
	1.2 Access, select and analyse information for relevance to the business.
	1.3 Record and distribute information appropriately.
2 Ensure compliance with legal requirements	2.1 Assess the need for legal advice and seek assistance where appropriate.
	2.2 Share information with appropriate work colleagues in a timely manner.
	2.3 Organise information updates and training for colleagues and staff where appropriate.
	2.4 Establish and monitor workplace systems and procedures to ensure compliance with legal requirements.
	2.5 Identify aspects of operations which may infringe laws and solicit advice on how to develop and implement modifications.
3 Update legal knowledge	3.1 Use informal and formal research to update the legal knowledge required for business compliance.
	3.2 Share updated knowledge with colleagues and incorporate into workplace planning and operations.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The range and depth of legal information may vary but must include key areas specified in the Evidence Guide.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Sources of legal information and informal/formal research may include:

- reference books
- media
- industry and/or employer associations
- industry journals
- Internet
- customers and suppliers
- legal experts.

Workplace systems and procedures to ensure compliance with legislation may relate to:

- recruitment, termination and other human resource management issues
- training practices
- approval processes and protocols for various work activities
- general work practices and work organisation approaches
- workplace design
- distribution of information within the enterprise
- signage.

Licensing refers to any licence required to operate a tourism or hospitality business, and may relate to:

- liquor
- gaming
- sale of travel products
- security
- trades
- access to protected areas.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- general knowledge of compliance provisions of legislation in following areas to the level of depth required by an operational manager or owner/operator and in the specific context of a tourism or hospitality enterprise:
 - legal responsibilities/liabilities of managers and directors within varying business structures

- consumer protection and trade practices (key features of trade practices and fair trading legislation, its application in different States and Territories and the key areas in which tourism and hospitality businesses must ensure compliance)
- licensing (licences needed by various businesses and individuals within those businesses, licence application procedures, ongoing requirements to maintain licence, auditing and inspection regimes, reasons for cancellation of licences)
- contract (differences between contracts, the impacts of contract law on operators including the specific terms and obligations of contract, methods of contractual agreement, exclusion clauses and termination of contracts)
- insurance (key business insurances required by different tourism and hospitality businesses including public liability and workers compensation)
- superannuation (employer responsibilities in relation to payment of superannuation for employees)
- industrial relations (rights and responsibilities of employees and employers under industrial relations legislation)
- taxation (overview of statutory reporting requirements for businesses)
- equal employment opportunity and anti-discrimination (key features, employer responsibilities and ramification of operating contrary to legislation)
- examples of specific legislation and local government regulations impacting on particular tourism or hospitality sectors or contexts (eg. Responsible Service of Alcohol, Responsible Conduct of Gaming, The Crimes (Child Sex Tourism) Amendment Act, European Economic Directive of Foreign Travel, Residential Tenancy Acts, Privacy Act and local government regulations on building, waste disposal)
- research skills in order to source and access legal information and advice
- sources of legal information and advice in particular industry sectors.

Linkages to Other Units

This unit underpins effective performance in a range of other leadership and management units and combined training and/or assessment with those units would be appropriate. Examples are:

- THHGLE10B Manage workplace relations
- THHGLE03B Develop and implement operational plans
- THHGLE19B Develop and implement a business plan
- THHGGA09B Manage projects

Note: Knowledge of specific legal issues is covered within many other units. This means that there is some duplication with this unit. Repetition should be avoided in training and assessment. Trainers and assessors must decide whether legal knowledge is covered in context with those other units or as part of this generic unit.

Critical Aspects of Assessment

Evidence of the following is critical:

- general knowledge of the legislation that affects business operations in a particular industry sector as detailed under Essential Knowledge and Skills
- knowledge of how to access and update the legal information required for business compliance or seek professional assistance on legal matters.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to demonstrate application of legal knowledge to specific tourism and hospitality workplace situations and problems.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that the skills to develop and update relevant legal knowledge 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:

- evaluation of reports prepared by the candidate detailing how legal issues were identified and addressed in the conduct of a particular project
- evaluation of projects conducted by the candidate in conjunction with industry practitioners to address the compliance requirements for different workplaces
- case studies that allow the candidate to address the legal requirements for given situations
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Reviewing documentation published by a government department to determine the requirements for a given enterprise
Communicating Ideas and Information	3	Developing a briefing document for supervisors, detailing the enterprise approach to various legal issues
Planning and Organising Activities	3	Conducting a review of business operations to analyse the ways in which the enterprise ensures it meets legal requirements
Working with Others and in Teams	2	Consulting with and providing appropriate training for colleagues in relation to legal requirements
Using Mathematical Ideas and Techniques	-	-
Solving Problems	3	Developing and implementing a system to correct a situation where the enterprise has failed to fully take account of a legal requirement
Using Technology	1	Accessing information from the Internet

THTFTO01B Conduct pre-departure checks

Unit Descriptor

This unit deals with the skills and knowledge required to interpret touring documentation in order to identify and load the required range and amounts of touring equipment and supplies. It also covers the requirement to conduct pre-departure checks on tour equipment and supplies. The skills are required by guides, drivers or other operational staff within a tour operation.

Element	Performance Criteria
1 Identify requirements	1.1 Interpret tour and briefing documentation to accurately identify the range of equipment and supplies required.
2 Check equipment and supplies	2.1 Check all equipment and supplies for correct quantity and appropriate quality against documented requirements.
	2.2 Conduct safety checks in accordance with enterprise procedures and statutory requirements.
	2.3 Identify shortfalls and problems promptly, report these and follow up to ensure rectification.
3 Load equipment and supplies	3.1 Load equipment and supplies in accordance with legal and OH&S guidelines.
	3.2 Use safe lifting and handling techniques when loading to avoid any injury.
	3.3 Take account of terrain to be covered and the need for access to equipment and supplies when loading equipment and supplies.
	3.4 Identify any hazardous items and load these to minimise any health or safety risks.
	3.5 Inspect load prior to departure to ensure that all items are stored in an appropriate position to allow ease of access, to avoid damage and any risk of injury.

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| 4 Complete documentation | 4.1 Complete accurate pre-departure documentation in accordance with enterprise and statutory requirements. |
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Range Statement

This unit applies to the tour operations sector of the tourism industry where pre departure checks on touring equipment and supplies are conducted. The following explanations identify how this unit may be applied in different workplaces and circumstances.

Departures may be from:

- original point of departure
- any departure point during tour.

Equipment and supplies may include:

- camping equipment
- catering equipment
- maintenance equipment
- recreational equipment
- educational equipment
- communication equipment
- fuel
- water
- food and beverage
- luggage
- medication/first aid kit
- commercial cargo.

Equipment and supplies may be loaded on:

- vehicles
- vessels
- any form of transportation
- equipment.

Tour documentation may include:

- passenger lists
- rooming lists
- passenger profiles and special requests
- passenger descriptive itinerary
- operations itinerary
- written tour brief
- catering information.

Hazardous items may include:

- sharp tools or equipment
- glass containers or bottles
- gas containers

- aerosols (which are heat sensitive)
- medication
- petrol, fuel or inflammatory materials.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- typical equipment and supplies required for various types and locations of tours
- vehicle/vessel loading techniques as appropriate to workplace
- legal and statutory requirements in relation to equipment and supplies
- handling of any hazardous material
- safe lifting and handling techniques
- interpretation of tour documentation.

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment is recommended:

- TDTC197B Drive vehicle
- TDTC897B Drive coach / bus
- THTFTO05B Operate tours in a remote area

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to check and safely load equipment and supplies for a given tour in accordance with supplied documentation
- knowledge of the safety, legal and statutory requirements that apply to tour operators.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within a venue such as an operational depot where pre departure checks take place
- access to the full range of supplies and equipment used in the operation of a tour
- realistic ratios of operational staff to equipment and supplies
- the completion of loading and pre-departure checks within typical workplace time constraints
- use of a full range of operational touring documentation.

Assessment Methods

Methods must be chosen to ensure that the skills required to conduct the loading of equipment and supplies and pre departure checks 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:

- direct observation of the candidate loading equipment and supplies and conducting pre departure checks
- review of loading and checking plans, notes or operational checklists prepared by the candidate
- written and oral questioning or interview to test knowledge of occupational health and safety issues and legislative rules and regulations pertaining to loading and checking equipment and supplies
- written and oral questioning or interview to test knowledge of the candidate's interpretation of touring documentation
- 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 built into 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Reading and interpreting touring documentation to ascertain the equipment and supply requirements
Communicating Ideas and Information	1	Completing pre departure documentation to ensure that accurate records of equipment and supplies are available and can be understood.
Planning and Organising Activities	1	Checking the range and amounts of equipment and supplies to be loaded and planning the load accordingly.
Working with Others and in Teams	1	Discussing the equipment and supply requirements with other operational staff.
Using Mathematical Ideas and Techniques	1	Calculating the amount of equipment and supplies required to complete the tour according to passenger numbers and special requests.
Solving Problems	1	Deciding where to load special or extra equipment required for a particular departure.
Using Technology	1	Using a calculator to calculate amounts of equipment or supplies.

THTPPD01B Create and implement strategic product development initiatives

Unit Descriptor

This unit deals with the skills and knowledge required to manage strategic product development within tourism and hospitality enterprises. It is very closely linked to a range of other units dealing with product development and to the unit THHGLE19B Develop and implement a business plan.

Element	Performance Criteria																				
1 Prepare product development plans	<table> <tr> <td data-bbox="730 645 770 689">1.1</td><td data-bbox="834 645 1394 768">Undertake product development within the context of the overall business plan and marketing focus of the enterprise.</td></tr> <tr> <td data-bbox="730 768 770 813">1.2</td><td data-bbox="834 768 1394 891">Identify product development opportunities based on review of the market place and customer needs.</td></tr> <tr> <td data-bbox="730 891 770 936">1.3</td><td data-bbox="834 891 1394 1014">Incorporate input from internal colleagues and external stakeholders in the planning process.</td></tr> <tr> <td data-bbox="730 1014 770 1059">1.4</td><td data-bbox="834 1014 1394 1115">Incorporate market research into the planning process.</td></tr> <tr> <td data-bbox="730 1115 770 1160">1.5</td><td data-bbox="834 1115 1394 1238">Evaluate requirements of different customers including those with special needs in planning.</td></tr> <tr> <td data-bbox="730 1238 770 1283">1.6</td><td data-bbox="834 1238 1394 1339">Consider issues relating to product life cycles in the planning process.</td></tr> <tr> <td data-bbox="730 1339 770 1384">1.7</td><td data-bbox="834 1339 1394 1417">Include budgetary and cashflow planning issues.</td></tr> <tr> <td data-bbox="730 1417 770 1462">1.8</td><td data-bbox="834 1417 1394 1518">Assess cost effectiveness and profitability of product development.</td></tr> <tr> <td data-bbox="730 1518 770 1563">1.9</td><td data-bbox="834 1518 1394 1597">Incorporate feasibility studies as appropriate.</td></tr> <tr> <td data-bbox="730 1597 770 1641">1.10</td><td data-bbox="834 1597 1394 1906"> Review external issues that impact on product development in the planning process including: <ul style="list-style-type: none"> • legal and liability issues • environmental considerations • cultural considerations • technological developments • general industry trends. </td></tr> </table>	1.1	Undertake product development within the context of the overall business plan and marketing focus of the enterprise.	1.2	Identify product development opportunities based on review of the market place and customer needs.	1.3	Incorporate input from internal colleagues and external stakeholders in the planning process.	1.4	Incorporate market research into the planning process.	1.5	Evaluate requirements of different customers including those with special needs in planning.	1.6	Consider issues relating to product life cycles in the planning process.	1.7	Include budgetary and cashflow planning issues.	1.8	Assess cost effectiveness and profitability of product development.	1.9	Incorporate feasibility studies as appropriate.	1.10	Review external issues that impact on product development in the planning process including: <ul style="list-style-type: none"> • legal and liability issues • environmental considerations • cultural considerations • technological developments • general industry trends.
1.1	Undertake product development within the context of the overall business plan and marketing focus of the enterprise.																				
1.2	Identify product development opportunities based on review of the market place and customer needs.																				
1.3	Incorporate input from internal colleagues and external stakeholders in the planning process.																				
1.4	Incorporate market research into the planning process.																				
1.5	Evaluate requirements of different customers including those with special needs in planning.																				
1.6	Consider issues relating to product life cycles in the planning process.																				
1.7	Include budgetary and cashflow planning issues.																				
1.8	Assess cost effectiveness and profitability of product development.																				
1.9	Incorporate feasibility studies as appropriate.																				
1.10	Review external issues that impact on product development in the planning process including: <ul style="list-style-type: none"> • legal and liability issues • environmental considerations • cultural considerations • technological developments • general industry trends. 																				

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| | 1.11 | Consult with all key stakeholders and communities as part of the planning process. |
| | 1.12 | Include clear, scheduled courses of action and evaluation criteria within the plan. |
| 2 | Implement product development plans | |
| | 2.1 | Communicate the objectives and contents of product development plans in a timely fashion to all appropriate colleagues and customers. |
| | 2.2 | Implement actions according to agreed timeframes. |
| | 2.3 | Where appropriate, test new products and services in the marketplace prior to full implementation. |
| 3 | Monitor and evaluate product development | |
| | 3.1 | Monitor product development initiatives in terms of: <ul style="list-style-type: none">• progress against agreed objectives, schedule and evaluation criteria• response in the marketplace• feedback from the distribution network• feedback from staff• changes in the internal or external environment which may impact on plans• cost effectiveness and profitability. |
| | 3.2 | Identify and action changes required in a timely manner. |
| | 3.3 | Communicate changes to all relevant colleagues and customers. |

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Product development refers both to the monitoring and development of existing facilities/services/products and to the creation of new facilities/services/products.

Product development may include:

- tour development
- package programs
- new customer service features
- building of new facilities
- special interest programs
- guest activities and shows
- exhibits
- integration of new technology.

Key stakeholders and communities may include:

- internal colleagues
- local tourism bodies
- land management authorities
- special interest groups
- licensing or regulatory authorities
- local communities and cultural groups.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- legal issues and regulations that affect Australian tourism/hospitality operations in specific relation to product development
- insurance issues associated with product development
- environmental regulations
- market knowledge as appropriate to specific initiatives eg. style of product, location, distribution network, limiting factors
- understanding of financial and profit issues and requirements which impact on product development
- planning and project management.

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment would be appropriate:

- THHGGA09B Manage projects.
- THTPPD02B Research tourism data
- THTPPD03B Source and package tourism destinations and products and services
- THTPPD04B Plan and implement minimal impact operations
- THTPPD06B Plan and develop ecologically sustainable tourism operations
- THTPPD07B Plan and develop culturally appropriate tourism operations.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to plan, implement and evaluate a tourism or hospitality product development initiative
- knowledge of the range of issues to be considered in the product development process.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities conducted over a period of time that allow the candidate to undertake a tourism-or hospitality related product development activity including planning, implementation and monitoring
- commercially realistic timeframes so that implementation and monitoring aspects of the unit can be assessed
- testing of the product in the marketplace to address implementation and monitoring aspects.

Assessment Methods

Assessment methods must be chosen to ensure that effective application of the product development process 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:

- product development projects conducted in conjunction with industry
- project to create, market and monitor a product or service to fellow students or the local community
- case studies to assess application of knowledge of issues that impact on product development
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gathering and analysing data for the planning process
Communicating Ideas and Information	3	Holding a briefing session on a new product
Planning and Organising Activities	3	Developing an action plan
Working with Others and in Teams	3	Consulting on product development initiatives
Using Mathematical Ideas and Techniques	2	Evaluating the financial feasibility of a particular product
Solving Problems	3	Adjusting a product idea to meet budgetary limits
Using Technology	1	Developing plans on computer

THTPPD06B Plan and develop ecologically sustainable tourism operations

Unit Descriptor

This unit deals with the skills and knowledge required to undertake the strategic planning of ecologically sustainable tourism operations. It builds on unit THTPPD04B Plan and implement minimal impact techniques, which is more operationally focused. It is also an extension of unit THTPPD01B Create and implement strategic product development initiative, which relates to general product development planning. Managers in the areas of Operations, Marketing and Product Development or General Management would generally undertake this role.

Element	Performance Criteria														
1 Plan for ecologically sustainable tourism operations	<table><tr><td>1.1</td><td>Include an evaluation of the relationship between tourism and the environment in the planning process.</td></tr><tr><td>1.2</td><td>Develop strategies to balance ecological sustainability and economic viability.</td></tr><tr><td>1.3</td><td>Incorporate the need for a return (economic or social) to the local community.</td></tr><tr><td>1.4</td><td>Conduct site evaluations prior to the decision to commence the operation.</td></tr><tr><td>1.5</td><td>Investigate and incorporate methods of managing tourism impacts and protecting vulnerable sites into the planning process.</td></tr><tr><td>1.6</td><td>Consult all stakeholders and incorporate their views into the planning process.</td></tr><tr><td>1.7</td><td>Take account of all information made available by the planning process in development decisions.</td></tr></table>	1.1	Include an evaluation of the relationship between tourism and the environment in the planning process.	1.2	Develop strategies to balance ecological sustainability and economic viability.	1.3	Incorporate the need for a return (economic or social) to the local community.	1.4	Conduct site evaluations prior to the decision to commence the operation.	1.5	Investigate and incorporate methods of managing tourism impacts and protecting vulnerable sites into the planning process.	1.6	Consult all stakeholders and incorporate their views into the planning process.	1.7	Take account of all information made available by the planning process in development decisions.
1.1	Include an evaluation of the relationship between tourism and the environment in the planning process.														
1.2	Develop strategies to balance ecological sustainability and economic viability.														
1.3	Incorporate the need for a return (economic or social) to the local community.														
1.4	Conduct site evaluations prior to the decision to commence the operation.														
1.5	Investigate and incorporate methods of managing tourism impacts and protecting vulnerable sites into the planning process.														
1.6	Consult all stakeholders and incorporate their views into the planning process.														
1.7	Take account of all information made available by the planning process in development decisions.														

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| 2 | Develop and implement ecologically sustainable tourism operations | 2.1 | Establish and integrate best practice environmental standards in the operation. |
| | | 2.2 | Identify and use appropriate technology for environmental best practice. |
| | | 2.3 | Develop environmentally-friendly codes of practice for customers and colleagues. |
| | | 2.4 | Conduct operations according to ecologically sustainable practices and in accordance with eco-tourism codes of practice. |
| | | 2.5 | Promote environmental awareness within the tourism industry and to customers. |
| 3 | Monitor environmental impact of operations | 3.1 | Monitor and assess environmental impacts as part of regular management reviews. |
| | | 3.2 | Initiate appropriate follow-up action based on assessment of environmental impacts. |
| | | 3.3 | Develop and implement courses of action and systems to limit negative impacts and damage. |

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Methods of managing tourism impacts may include:

- limits of acceptable change
- zoning
- exclusion
- community consultation and involvement
- tourism development plans
- scheduling
- consideration of optimal weather conditions/seasons
- selection of most appropriate transport modes
- education
- size of operation/group size.

Stakeholders may include:

- the host community where the operation is to take place
- investors
- local authorities
- land management bodies (eg National Parks)
- consumer representatives
- suppliers of environmentally-friendly products.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- general knowledge of global environmental issues
- local environmental and cultural issues
- ecotourism codes of practice (as per Ecotourism Association of Australia)
- impacts of tourism
- minimal impact techniques
- environmental management strategies
- tourism trends and developments
- relevant Federal, State/Territory, local legislation, regulations and by-laws.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:

- THTPPD01B Create and implement strategic product development initiatives

This unit also has linkages to a range of other units dealing with product development and environmentally responsible tourism. Combined training and assessment may be appropriate. Examples include but are not limited to:

- THTPPD04B Plan and implement minimal impact operations
- THTPPD07B Plan and develop culturally appropriate tourism operations

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to integrate ecologically sustainable tourism practices into the overall product development process
- knowledge of strategies to ensure ecological sustainability.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to undertake a product development activity that incorporates the need for ecological sustainability
- realistic timeframes for the activity so that implementation and monitoring aspects of the unit can be assessed.

Assessment Methods

Assessment methods must be chosen to ensure that effective application of a product development process that integrates ecological sustainability issues 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 create, market and monitor a product or service to fellow students or the local community
- case studies/projects to assess the candidate's ability to apply skills and knowledge to improve the ecological sustainability of existing tourism operations
- case studies to assess application of knowledge of ecological sustainability issues for tourism operations
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Reviewing data about the potential environmental impacts of a given tourism activity
Communicating Ideas and Information	3	Conducting a focus group of stakeholders
Planning and Organising Activities	3	Organising ways to integrate environmentally-friendly initiatives into existing operations (eg in literature, marketing, operational procedures)
Working with Others and in Teams	3	Negotiating with personnel from different aspects of the operation to achieve improved environmental outcomes
Using Mathematical Ideas and Techniques	1	Obtaining information on costs of adjusting operations to be more environmentally-friendly
Solving Problems	3	Developing solutions to address tensions between economic viability and ecological sustainability
Using Technology	1	Using the Internet to source examples of environmental best practice

THTSMA01B Coordinate the production of brochures and marketing materials

Unit Descriptor

This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.

Element	Performance Criteria
1 Plan the production of brochures and marketing materials	<ul style="list-style-type: none">1.1 Plan production in accordance with enterprise objectives, marketing focus and other issues that impact on the production process.1.2 Create detailed action plans for the production process including timelines, responsibilities and budget.
2 Produce information for inclusion	<ul style="list-style-type: none">2.1 Produce or obtain from the appropriate source accurate and complete information for inclusion.2.2 Present information in a clear and easily understood format.2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate	<ul style="list-style-type: none">3.1 Provide accurate and complete specifications to quoting organisations within appropriate timeframe.3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.

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|---|--|-----|---|
| 4 | Develop final copy for brochures and marketing materials | 4.1 | Develop copy using basic creative writing techniques where appropriate to sell the products presented. |
| | | 4.2 | Produce copy that provides accurate practical and operational details. |
| | | 4.3 | Present all costs accurately with notes about conditions which may apply. |
| | | 4.4 | Present general conditions clearly and accurately according to enterprise policy. |
| | | 4.5 | Check all copy for accuracy prior to submission to external/internal arthouse or printers. |
| | | | |
| 5 | Coordinate the production of brochures and marketing materials | 5.1 | Liaise with production house or responsible staff member in a manner that permits accurate monitoring of production schedule. |
| | | 5.2 | Check and correct all production work as required. |
| | | 5.3 | Re-check and gain approval of appropriate authority only when totally accurate. |
| | | 5.4 | Approve artwork according to enterprise guidelines prior to commencement of printing. |
| | | 5.5 | Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded. |

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Actual production/printing may be conducted either in-house or by an external agency.

Brochures and marketing materials may include:

- product brochures
- destinational guides
- promotional flyers and leaflets
- conference programs/registration forms
- event prospectus
- display materials
- product support manuals
- advertising materials
- direct mail pieces
- invitations.

Factors that must be considered in the planning of brochures are:

- objectives of the material
- market for which material is required
- review of competitive materials
- style and size of material
- time parameters
- budget available
- in-house production capabilities
- distribution considerations - internal and external
- availability of required information
- any legal requirements or restrictions.

Information for inclusion may include:

- supplier information
- photos
- maps
- tariff details
- special offers or incentives
- advertisements
- sponsor messages
- logos.

Accurate and complete specifications must include:

- size
- number of colours
- type of paper
- number of photographs
- layout and style of text
- total number required

- conditions of contract
- production and delivery deadlines.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- market context for the materials being produced, including general awareness of potential for use on websites
- print production processes and terminology including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections, transparencies
- printing and industry conventions in relation to placement of information, page numbering, copyright information
- quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements
- current production technology
- techniques used in brochure-writing
- procedures and requirements for preparation and proofing of copy
- legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

Linkages to Other Units

There is a strong link between this unit and the following units and combined training and assessment may be appropriate:

- THHGCS07B Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to co-ordinate all elements of the brochure development process within a required timeframe
- ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors
- knowledge and understanding of current production processes and terminology.

Context of Assessment and Resource Implications

Assessment must ensure:

- the actual production of brochures and marketing materials to meet a specified market need
- access to technology and materials for the production of brochures and marketing materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that brochure co-ordination and production skills 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:

- evaluation of brochures or other marketing materials produced by the candidate
- oral or written questions to assess knowledge of brochure co-ordination and production 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gathering and preparing data from multiple suppliers for a touring brochure
Communicating Ideas and Information	3	Writing copy for a destination brochure aimed at the youth market
Planning and Organising Activities	3	Co-ordinating the print production process
Working with Others and in Teams	2	Negotiating with printers in relation to print costs
Using Mathematical Ideas and Techniques	1	Calculating total costs of production
Solving Problems	2	Dealing with a situation where print production will not be completed until after the date of a major promotional show
Using Technology	1	Using the editing function within 'Word' to edit brochure copy

THTSMA02B Create a promotional display/stand

Unit Descriptor

This unit deals with the skills and knowledge required to create a promotional display/stand in a range of different tourism and hospitality contexts. This unit does not include all the skills of a display professional – rather it reflects the more general display skills needed by a large range of tourism and hospitality industry personnel.

Element

Performance Criteria

- | | |
|---------------------------------------|---|
| 1 Make preparations for display/stand | <ul style="list-style-type: none">1.1 Identify display/stand objectives in consultation with appropriate colleagues.1.2 Obtain operational information to assist in display/stand preparation to allow time for adequate planning.1.3 Plan display/stand to meet the needs of the target audience.1.4 Select and organise adequate display supplies in accordance with the display plan including transportation arrangements.1.5 Identify the need for and seek assistance from display specialists where appropriate. |
| 2 Create the display | <ul style="list-style-type: none">2.1 Create or dress the display/stand making creative use of available materials and supplies.2.2 Use established display techniques to maximise the visual appeal of the display and to reflect the nature of the product or service being sold.2.3 Use display equipment correctly and safely.2.4 Check display/stand to ensure safety of colleagues and customers. |

Range Statement.

This unit applies all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Promotional displays/stands are set up and operated in a range of contexts including:

- trade/consumer show
- stand at meeting or conference event
- in-house promotion
- window display
- shopping centre promotion.

Display techniques must include techniques for use of:

- fabric
- flags
- signs
- printed materials
- 3 dimensional materials
- freestanding display options
- product samples
- local produce
- cultural artefacts.

Display supplies may include:

- furniture
- collateral materials
- scissors
- adhesives
- velcro
- pins
- string
- audio-visual systems, videos, sound systems
- floral arrangements, potted plans
- balloons and other decorations
- mobiles
- computers.

Information to assist in the planning of the display/stand may include:

- size of display area (eg. booth, stage etc)
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- OH&S requirements
- budget allocation
- need for utilities (eg. electricity, water, waste management)
- security.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- typical tourism industry contexts in which displays are used (trade and consumer shows, shopping centre promotions, information centre displays, window displays, promotional functions)
- range of materials and equipment which can be used for display in different locations and settings (stage, exhibition booth, permanent display, window)
- techniques for creating displays with typically available materials including techniques for maximising the effectiveness of commonly-used collateral in displays, including brochures and posters.

Linkages to Other Units

There is a strong link between this unit and the following units:

- THHGCS07A Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to create a display or dress a promotional stand to meet specific objectives using accepted display techniques.

Context of Assessment and Resource Implications

Assessment must ensure:

- creation of a display/promotional stand for use in a tourism/hospitality context
- use of display materials commonly employed by tourism and hospitality enterprises.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that display skills 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:
- evaluation of the creativity and visual appeal of a display created by the candidate
- case studies to assess application of different display techniques to typical industry promotional situations
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Evaluating the key messages to be communicated in a display and matching these to visual display options
Communicating Ideas and Information	2	Briefing a display professional on requirements for a given display
Planning and Organising Activities	2	Co-ordinating display materials from multiple suppliers
Working with Others and in Teams	1	Requesting ideas from colleagues for new displays
Using Mathematical Ideas and Techniques	1	Calculating measurements of a display area to facilitate planning
Solving Problems	2	Creating a booth display for a promotion when your materials don't arrive and you have only a single box of A4 colour brochures
Using Technology	1	Using display equipment

THTSOP03B Access and interpret product information

Unit Descriptor

This unit deals with the skills and knowledge required to access and interpret specific tourism product information. Tourism personnel need to correctly interpret product information to fulfil a range of sales and operational activities such as selling tourism products and issuing documentation. This unit does not cover detailed interpretation of airfare information. This is covered by the range of airfare units: THTSOP19A Construct domestic airfares, THTSOP20A Construct normal airfares, THTSOP21A Construct promotional airfares and THTSOP13B Apply advanced airfare rules and procedures.

Element	Performance Criteria
1 Identify and access product information	1.1 Identify and access sources of product information.
	1.2 Select appropriate sources in accordance with enterprise policy, commercial agreements and specific needs.
	1.3 Source specific product information to meet the particular sales or operational need.
2 Interpret product information	2.1 Interpret general and/or brochure information and apply this to meet the particular sales or operational need.
	2.2 Interpret specific details about the product and accurately apply this to meet the particular sales or operational need.
	2.3 Interpret any special jargon or specifications used in product information and accurately apply this to meet the particular sales or operational need.

Range Statement

This unit applies to all tourism industry sectors and enterprises where product information must be accessed and interpreted to fulfil sales and operational requirements. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Product information systems may be:

- manual
- computerised.

Sources of product information may include but are not limited to:

- the principal or supplier of the product
- product library of the enterprise
- Internet
- enterprise designed information systems eg. inventory control database
- state government tourism authority information systems
- national government tourism authority information systems
- international government tourism authority information systems
- central reservations systems (CRS).

Specific product information may be found in:

- brochures
- timetables
- tariff sheets
- confidential tariff
- sales kits
- supplier information kits
- product manuals
- advertising fliers
- manufacturer's specifications.

Specific details about the product may include:

- costs/tariffs/rates
- conditions and rules
- scheduling information
- product codes
- booking procedures
- point of departure
- touring inclusions and exclusions
- technical specifications for audio visual and other meetings and events equipment
- specifications for products to be branded with corporate details.

Special jargon or specifications may include:

- industry terminology
- common abbreviations applied in the tourism industry
- use of the 24 hour clock
- technical capacity of equipment.

The particular sales or operational need may include:

- providing destination information and advice
- selling tourism products to the customer
- preparing quotations
- booking and co-ordinating a supplier services for the customer
- receiving and processing a reservation from a customer
- processing financial transactions
- issuing non air documentation
- organising functions
- processing and monitoring meeting or event registrations
- purchasing promotional products
- hiring special equipment.

Products and services offered within the tourism industry are diverse. Some examples of products and services are:

- transportation
- transfers
- accommodation
- entertainment
- tours
- cruises
- entrance to attractions or sites
- tourist guiding services
- activities
- meals
- functions
- special items with customer's corporate branding
- special events
- venue facilities
- convention facilities
- speaker services
- audiovisual services
- meeting or event equipment
- special event consumable items
- food and beverage/catering
- currency and banking services.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- sources of tourism product information
- major categories of tourism products and services
- industry terminology and common abbreviations in relation to major product categories
- use of the 24 hour clock
- general procedures in relation to major product categories
- specific legal issues relating to different product categories.

Linkages to Other Units

This unit has strong linkages to the range of Sales and Office Operations units. It underpins effective performance in a range of sales and operational activities and combined training and assessment is strongly recommended. Depending on the industry sector or enterprise context, this unit could be assessed with:

- THTSOP01B Operate an automated information system
- THTSOP02B Source and provide destination information and advice
- THTSOP04B Sell tourism products and services
- THTSOP05B Prepare quotations
- THTSOP06B Receive and process reservations
- THTSOP07B Book and co ordinate supplier services
- THTSOP08B Operate a computerised reservations system
- THTSOP09B Process non air documentation
- THTSOP15B Process and monitor meeting/event registrations
- THTSOP16B Maintain a product inventory

Where the skills and knowledge required to access and interpret product information is an underpinning requirement to other Sales and Operations units, this unit is specifically mentioned in those units.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to access and correctly interpret information on different categories of tourism products within enterprise acceptable timeframes.
- knowledge of product terminology and procedures (the range of products will vary according to the industry sector and workplace).

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills in accessing and interpreting product information to meet multiple and differing customer needs (ideally as a component of integrated work activity).
- demonstration of skills within a fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications
- accessing and interpretation of information within timeframes and constraints that reflect typical industry practice.

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to access and interpret a range of product information 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:

- evaluation of integrated activities completed by the candidate (may include destinations, products, quotations and ticketing)
- case studies to assess ability to obtain current, accurate and relevant destination and product information for particular purposes and contexts
- evaluation of product research activities and information presentations

- review of product options prepared by the candidate to meet differing customer needs
- written and oral questioning or interview to test knowledge of the sources of product information and various product features
- 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 built into 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining what product information is needed, establishing the correct source of the information system and accessing the required information.
Communicating Ideas and Information	1	Correctly interpreting industry jargon and explaining this to a customer during sales activities.
Planning and Organising Activities	1	Prioritising the order of product information to be accessed according to the deadline of the information requirement.
Working with Others and in Teams	1	Sharing newly accessed product information with colleagues who also need to access product information.
Using Mathematical Ideas and Techniques	1	Checking the costs of products and comparing these to other products to estimate the best fit for a customer sale.
Solving Problems	1	Conducting further searches when information on a requested product cannot be initially found.
Using Technology	1	Using a computerised information system. Using faxes and email systems to source information.

THTSOP04B Sell tourism products and services

Unit Descriptor

This unit deals with the skills and knowledge required to sell tourism services and products proactively in a range of industry contexts. This unit applies to staff, where selling is a key focus of the job role, such as travel consultants, information officers and reservations consultants.

Element	Performance Criteria
1 Identify customer needs	<ul style="list-style-type: none">1.1 Accurately identify specific customer needs and preferences, including cultural needs and expectations.1.2 Identify any customer requirements which, if met, would breach ethical and legal commitments.1.3 Establish rapport with the customer to promote goodwill and trust.
2 Suggest products to meet customer needs	<ul style="list-style-type: none">2.1 Undertake any required research to source information to meet specific customer needs.2.2 Tailor product options to the specific needs of the customer.2.3 Make any product suggestions in accordance with current enterprise promotional focus and any preferred product arrangements where appropriate.2.4 Make the customers aware of additional products and options which may enhance their itinerary.2.5 Provide all options within the appropriate or agreed timeframe.2.6 Present all options in a format and style most appropriate to the particular customer and in accordance with enterprise procedures.

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| 3 | Provide product information and advice | 3.1 | Accurately identify the specific product information and advice needs of the customer. |
| | | 3.2 | Provide current and accurate product information and advice in a timely manner. |
| | | 3.3 | Ensure the scope and depth of the information is appropriate to customer needs. |
| | | 3.4 | Present the information and advice in an appropriate format and style. |
| | | 3.5 | Clearly explain and promote features and benefits to the customer. |
| | | 3.6 | Provide additional information to overcome customer questions and objections. |
| | | 3.7 | Select and use techniques at the appropriate time to close the sale with the customer. |
| 4 | Follow up sales opportunities | 4.1 | Where appropriate, make follow-up contact with the customer. |
| | | 4.2 | Provide any required after sales service in accordance with enterprise procedures. |

Range Statement

This unit applies to all tourism and hospitality industry sectors and enterprises where any type of tourism product or service is sold. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The tourism or hospitality enterprise could be a:

- principal/supplier
- an agent selling products and services on behalf of the principal.

Products and services may be:

- domestic
- international.

The range of products and services sold within the tourism industry is enormous. Some examples are:

- transportation
- airfares
- travel insurance
- brochured tour packages
- specially tailored itineraries
- transfers
- accommodation
- entertainment
- tours
- cruises
- hire car
- entrance to attractions or sites
- tourist guiding services
- activities
- meals
- functions
- special items with customer's corporate branding
- venue bookings
- speaker services
- audiovisual services
- meeting or event equipment
- special event consumable items
- catering.

Sales may be made for:

- a single product or service
- multiple products and services making up a complete itinerary
- individual customers
- groups
- one off touring arrangements
- series tours
- incentive tours
- meetings

- conferences.

Selling could be:

- face-to-face
- on the phone
- in writing
- by fax
- by email or other electronic transmission
- related to the sale of a destination
- related to the sale of a specific product.

Specific customer needs and preferences may be related to:

- preferences of different cultures/nationalities
- family status
- age
- gender
- available budget
- time available
- special interests.

Ethical and legal commitments may relate to the sale of:

- child sex tourism products or services
- products which breach environmental laws.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- principles of selling
- sales techniques
- fundamental communication principles, specifically active listening and questioning
- legal liability and the implications of consumer legislation and regulation on selling tourism products as appropriate to the particular industry sector
- special laws relating to the sale of prohibited products eg. Child Sex Tourism Law
- product knowledge as appropriate to the enterprise or industry sector
- the content and format of product information and ability to interpret this
- considerations in selling such as negotiated costs, contractual arrangements or preferred supplier/agent arrangements that may be in place.

Linkages to Other Units

This unit must be assessed with or after the following unit which describes skills and knowledge that are essential to this unit of competence:

- THTSOP03B Access and interpret product information

This unit also has strong linkages to a range of Sales and Office Operations units and combined assessment is recommended. Depending on the industry sector or enterprise context, this unit could be assessed with:

- THTSOP02B Source and provide destination information and advice
- THTSOP05B Prepare quotations

- THTSOP06B Receive and process reservations
- THTSOP15B Process and monitor meeting/event registrations
- THTSOP19A Construct domestic airfares
- THTSOP20A Construct normal international airfares
- THTSOP21A Construct promotional international airfares
- THHGCS05B Organise in-house functions

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to communicate with the customer and correctly interpret the customer's requirements
- ability to apply sales techniques in response to a range of different customer situations. (the range of customer situations will vary according to the industry sector and workplace)
- underpinning product knowledge
- understanding of consumer liability issues.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of selling skills for multiple products and services and to meet varying customer needs
- interaction with others to demonstrate selling techniques
- use of relevant and current product information to support the sales process eg. brochures, timetables, tariffs, product sales kits.

Assessment Methods

Methods must be chosen to ensure that the skills required to sell tourism products and services 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:

- direct observation of the candidate using various sales techniques to sell a product or service
- project and role-play activities which allow the candidate to demonstrate selling skills including sourcing initial and subsequent products to suit the changing customer requests and finalising the sale
- written and oral questioning or interview to test knowledge of the consumer regulations which apply and communication principles which underpin sales
- 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 built into 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

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Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Questioning the customer to ascertain their particular requirements and sourcing and evaluating appropriate products to meet their needs.
Communicating Ideas and Information	2	Providing clear information to the customer about the various aspects of the products chosen for them, using selling techniques
Planning and Organising Activities	1	Prioritising the sequence of customer enquiries and actioning these to ensure the request is confirmed within the required deadline
Working with Others and in Teams	1	Sourcing new product information from suppliers and sharing any new information with others in the sales team
Using Mathematical Ideas and Techniques	1	Costing various products and checking that the cost falls within the budget of the customer
Solving Problems	2	Sourcing alternative options to offer the customer when the first offer is not suitable to them
Using Technology	1	Using a computerised information or reservation system to seek product information and costs

THTSOP05B Prepare quotations

Unit Descriptor

This unit deals with the skills and knowledge required to calculate the costs of products and services accurately and to present quotations to customers. This unit applies to many sales staff across multiple tourism sectors including travel consultants, reservations sales agents and event co-ordinators or managers. Generally, this unit relates to the provision of quotations for products and services where some costing and pricing has already been undertaken in the product development phase. As such it underpins the unit THTPPD03B Source and package tourism products and services which deals with the more advanced skills to actually source, price and package product.

Element	Performance Criteria
1 Calculate costs of products and services	<p>1.1 Create records to administer the customer's details and requirements.</p> <p>1.2 Source and accurately select and interpret product and costing information.</p> <p>1.3 If required, negotiate costs with suppliers in accordance with commercial agreements and relationships and level of responsibility held within the enterprise.</p> <p>1.4 Calculate commissions or mark up nett costs in accordance with enterprise procedures and requirements to determine selling price.</p> <p>1.5 Accurately calculate any additional taxes, special fees and other charges.</p> <p>1.6 Accurately calculate any required currency conversions.</p> <p>1.7 Accurately calculate the final cost to the customer.</p> <p>1.8 Check all calculations and keep detailed and legible records of the method of calculation, in accordance with enterprise formats.</p>

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| 2 | Provide quotations to customer | 2.1 | Provide accurate quotations to customers in accordance with enterprise procedures and formats. |
| | | 2.2 | Offer options with secondary quotations, as appropriate. |
| | | 2.3 | Ensure that all quotations include accurate details on the following: <ul style="list-style-type: none">• inclusions and exclusions• payment requirements• general conditions and rules• date of current quote, life/expiry date of quotation. |
| | | 2.4 | Record all details of the quotation accurately and legibly and keep on file in accordance with enterprise procedures. |
| 3 | Update and amend quotations | 3.1 | Adjust and update quotations to take account of changed requests or arrangements. |
| | | 3.2 | Provide the most up-to-date quote to customers and ensure they are aware of the currency of the quote. |
| | | 3.3 | Record all details of adjusted quotes and keep on file in accordance with enterprise procedures. |

Range Statement

This unit applies to all tourism industry sectors and enterprises where quotations are provided to customers. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The range of products and services will vary according to the industry sector. Training and assessment must take account of the fact that the nature of quotations and the customers for whom they are prepared will vary accordingly.

Quotations may be for:

- a single product or service
- multiple products and services making up a complete itinerary
- groups
- individuals
- one off touring arrangements
- series tours
- incentive tours
- meetings
- conferences.

Quotations may be prepared:

- manually
- using a computer.

Customer records may be:

- a computer file
- a manual file.

Quotations may be provided for an enormous range of products and services. Some examples of products and services included in quotes are:

- domestic products and services
- international products and services
- transportation
- transfers
- accommodation
- entertainment
- tours
- cruises
- entrance to attractions or sites
- tourist guiding services
- activities
- meals
- functions
- special items with customer's corporate branding
- venue hire
- speaker services
- audiovisual services
- meeting or event equipment
- special event consumable items
- catering.

Quotations may be provided by:

- telephone
- fax
- email or other electronic transmission
- mail
- internal communication.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- product knowledge as appropriate to specific industry sector
- quotation systems and procedures as appropriate to the specific industry sector
- negotiated costs, contractual arrangements and preferred supplier arrangements in place
- industry commission/mark up procedures as appropriate to the specific industry sector
- legal and consumer protection issues in specific relation to providing quotations.

Linkages to Other Units

This unit must be assessed with or after the following unit. That unit describes skills and knowledge that are essential to this unit of competence:

- THTSOP03B Access and interpret product information

This unit also has strong linkages to other Sales and Office Operations units and combined training and assessment is recommended. Depending on the industry sector or enterprise context, this unit could be assessed with:

- THTSOP04B Sell tourism products and services
- THTSOP06B Receive and process reservations
- THTSOP08B Operate a computerised reservations system
- THHGCS05B Organise in-house functions

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to accurately cost and quote on a range of tourism products and services within enterprise acceptable timeframes
- knowledge of industry practices in relation to commissions and mark-up.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills in preparing and providing quotations for multiple products and to meet different customer needs (ideally as a component of integrated work activity).
- demonstration of skills within a fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications
- use of a full range of operational documentation eg. details of supplier contracts and customer files.

- the completion of co-ordinating quotations and maintaining files within timeframes and constraints that reflect typical industry practice.

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to prepare and provide quotations 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:

- evaluation of integrated activities completed by the candidate (may include destinations, products, quotations and ticketing)
- case studies to assess ability to provide accurate quotations in response to particular customer requests or for a series of customer files
- written and oral questioning or interview to test knowledge of the principles which underpin quotation procedures and the consumer protection regulations which would apply
- 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 built into 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Sourcing appropriate product and rate information, interpreting current product costs and conditions and evaluating the most appropriate fit for the customer.
Communicating Ideas and Information	1	Providing information to customers on the conditions specifically applicable to the products quoted to them.
Planning and Organising Activities	2	Determining and working towards the customer's quotation deadline. Prioritising the order of quotations to be provided to various customers.
Working with Others and in Teams	1	Requesting information from product suppliers. Sharing newly released information with colleagues involved in quoting.
Using Mathematical Ideas and Techniques	2	Calculating the net costs of various products and services and calculating a mark up to determine the selling price to the customer.
Solving Problems	1	Finding alternative products and costs to meet the customer's needs when first offered cost is not suitable.
Using Technology	1	Using a calculator. Using a computerised information system to ascertain costs, conditions and schedules.

THTSOP06B Receive and process reservations

Unit Descriptor

This unit deals with the skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer. The selling focus for reservations or call centre staff is found in unit THTSOP04B Sell tourism products and services. The use of a computerised reservations system is found within the unit THTSOP08B Operate a computerised reservations system.

Element	Performance Criteria
1 Receive reservation request	<ul style="list-style-type: none">1.1 Determine the availability of the requested reservation and advise this to the customer.1.2 Offer alternatives if the requested booking is not available including waitlist options.1.3 Accurately answer enquiries regarding costs and other product features.
2 Record details of reservation	<ul style="list-style-type: none">2.1 Accurately record customer details against their booking in a manner which ensures correct interpretation by others who may access the reservations details.2.2 Check for and make use of any customer profile or history, if available, and use information to assist in making the reservation and to enhance customer service.2.3 Clearly record any special requests in accordance with enterprise requirements.2.4 Confirm all details of the booking to the customer and ensure that they understand and agree to all details.2.5 File the reservation in a manner which ensures easy access by others and in accordance with enterprise procedures.2.6 Prepare and issue documents and other materials to the customer in accordance with requirements of the specific reservation.

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| 3 Update reservations | 3.1 | Update the financial status of the reservation accurately and in accordance with enterprise procedures. |
| | 3.2 | Receive, process and record any amendments to or cancellations of reservations in accordance with customer request and enterprise procedures. |
| 4 Advise others on reservations details | 4.1 | Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues. |
| | 4.2 | Compile and provide accurate and relevant reservation statistics on request. |

Range Statement

This unit applies to all tourism and hospitality industry sectors and enterprises where the tourism operator receives and processes reservations for the supply of their product or service. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Reservations may be received and processed by a range of tourism operators such as:

- accommodation suppliers eg. hotels, motels, guest houses, caravan parks
- transportation suppliers eg. coaches, limousines, airlines
- day and extended tour operators
- cruise operators
- rental car companies.

Reservations systems may be:

- manual
- computerised.

Reservations may be for:

- domestic products and services
- international products and services.

Customers may be:

- industry customers eg. retail travel consultants, inbound tour companies
- end users of the service ie. the consumer.

Customer records may be:

- a computer file
- a manual file.

Customer profiles, if available, may include:

- full name and title
- address
- phone, fax email and other communication methods
- special requirements
- amount of business generated by the customer
- usual method of payment.

Reservations may be made by:

- phone
- facsimile
- mail
- face-to-face
- Internet.

Reservations may be for:

- individuals
- groups
- VIP's
- conference delegates.

General and specific customer requirements/reservation details may include:

- special requests
- timing details
- special needs
- payment arrangements
- information of a style of customer eg. special interest group, VIP status
- details of other services being used.

Documents issued to customers may include:

- invoices
- credit notes
- receipts
- service vouchers
- confirmation letters
- information packs.

Updating the financial status of the reservation may include:

- receiving, processing and recording payments
- generating and issuing invoices and credit notes for changed reservations
- checking that the reservation has been fully paid.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- product knowledge as appropriate to the specific industry sector and product being sold
- reservations and bookings terminology
- relationships between different sectors of the tourism industry in relation to reservations and bookings including sources of reservations
- principles which underpin reservations procedures.

Linkages to Other Units

This unit has strong linkages to the range of Sales and Office Operations units and Front Office units in the Hospitality Training Package, and combined training and assessment is recommended. Depending on the industry sector or enterprise context, this unit could be assessed with:

- THTSOP04B Sell tourism products and services
- THTSOP05B Prepare quotations
- BSBCMN205A Use business technology
- THHGGA01B Communicate on the telephone
- THHGGA02B Perform office procedures

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to make accurate reservations in accordance with established systems and procedures and within enterprise acceptable timeframes
- understanding of the different sources of reservations and the industry interrelationships that apply.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills in receiving and processing reservations for multiple product bookings and in response to differing customer needs (ideally as a component of integrated work activity).
- demonstration of skills within a fully-equipped industry-realistic office environment using appropriate telephones, computers, printers and reservations systems
- use of industry-current reservations documentation
- the completion of processing reservation requests, and issuing of documentation within timeframes and constraints that reflect typical industry practice.

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to receive and process reservations 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:

- direct observation of the candidate using reservations systems
- evaluation of integrated activities completed by the candidate (may include destinations, products, quotations and ticketing)
- evaluation of reservations documentation and booking data generated by the candidate
- activities to assess ability to process differing types of reservations including booking, retrieving and amending a series of bookings
- written and oral questioning or interview to test knowledge of the principles which underpin reservations procedures and the relationships between different sectors of the tourism industry
- 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 built into 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Checking the availability of the requested product and that the customer's requirements can be met.
Communicating Ideas and Information	1	Providing clear information to the customer about the confirmed reservation and conditions of sale.
Planning and Organising Activities	1	Prioritising the sequence of received reservations and actioning these to ensure the request is confirmed within the required deadline.
Working with Others and in Teams	1	Providing reservation information and statistics to others in the sales team
Using Mathematical Ideas and Techniques	1	Using a computer reservations system to calculate the total costs of the reservation.
Solving Problems	1	Checking for appropriate alternatives to offer the customer when their first choice is unavailable.
Using Technology	1	Using a computerised reservation system.

THTSOP17B Allocate tour resources

Unit Descriptor

This unit deals with the skills and knowledge required to allocate human and physical resources to ensure efficient and effective tour operations. This role is generally undertaken by a senior staff member or Operations Manager within a tour operation, and requires the application of significant planning, organisational and contingency management skills.

Element	Performance Criteria
1 Identify resource requirements	<ul style="list-style-type: none">1.1 Liaise with appropriate colleagues/other departments to identify tour resource requirements.1.2 Interpret reservations and sales data and correctly determine the resource requirements.
2 Allocate resources to meet operational needs	<ul style="list-style-type: none">2.1 Co ordinate resources to meet the needs of particular tours and specific customer requirements.2.2 Organise resources to comply with enterprise requirements for long and short term planning.2.3 Allocate resources according to pre determined budgetary requirements and any costs quoted to customers.2.4 Allocate resources in accordance with maintenance, safety and other statutory requirements.2.5 Provide colleagues and customers with resource information in a timely manner.2.6 Prepare and distribute accurate and sufficiently detailed documentation.2.7 Plan contingency arrangements and action when required.2.8 Recognise any changes in resource priorities and make necessary adjustments.2.9 Organise any necessary additional or external resources.

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|---|--|-----|--|
| 3 | Monitor and adjust resource allocation | 3.1 | Monitor and adjust the efficiency and effectiveness of resource allocations. |
| | | 3.2 | Provide regular and accurate feedback to colleagues to facilitate continuous improvement of the operation. |

Range Statement

This unit applies to all tourism industry sectors and enterprises where tour resources are allocated. It has particular application to tour operators, attractions and theme parks. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Resource allocation may be completed:

- manually
- by computer.

Resources may include:

- human resources
- physical resources.

Human resources may include:

- drivers
- tourist guides
- driver/guides
- hostesses
- campsite cooks
- interpreters.

Physical resources may include:

- vehicles
- vessels
- aircraft
- any form of transportation
- camping equipment
- catering equipment
- safety equipment
- recreational equipment
- maintenance equipment
- educational equipment
- communication equipment.

Documentation may include:

- staffing rosters
- schedules which allocation specific duties
- schedules which allocate specific physical resources
- operational itineraries giving details of specific resources allocated.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- relevant legal and statutory requirements in relation to both human and physical resource allocation (both State/Territory and Federal)
- principles of planning and scheduling in specific relation to tour operations and resource allocation
- systems and documentation used by tourism operators to control resource allocation
- uses of various schedules
- sales and reservations data as appropriate to particular sector or workplace.

Linkages to Other Units

There is a link between this unit and the following unit:

- THHGLE05B Roster staff.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to identify and allocate the full range of resources required for the effective and efficient operation of a tour or tours
- knowledge of the legal, safety and statutory requirements that impact on this aspect of tour operations.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to allocate resources for a nominated operation across more than one complete operating period or cycle (would vary according to type of operation eg. a full day for a tour operator offering multiple day tours)
- integration of the time pressures and other work constraints that generally apply to the resource allocation role, including occurrence of problems and the need for contingency management
- use of computers, printers and database programs currently used within the industry for resource allocation

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to allocate tour resources 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:

- review of resource allocation activities undertaken by the candidate for a specific tour operation (would need to be conducted with the involvement of an industry operator)
- review of actual allocation documentation and reports prepared by the candidate
- case studies to assess ability to allocate resource for specific operating circumstances

- written and oral questioning or interview to test knowledge of safety and legal knowledge required to allocate appropriate resources
- 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 built into 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Analysing reservation and sales data to ascertain the resource requirements.
Communicating Ideas and Information	2	Advising touring personnel of the particular equipment which has been allocated to specific tours.
Planning and Organising Activities	3	Co-ordinating staffing and vehicle allocation for multiple tours on a given day.
Working with Others and in Teams	3	Negotiating with personnel on resourcing or rostering issues.
Using Mathematical Ideas and Techniques	2	Determining and comparing costs of different resourcing options
Solving Problems	3	Reacting to a breakdown of equipment and reorganising the schedule of allocated equipment to accommodate.
Using Technology	2	Using a computerised scheduling program to allocate resources.

THTTCO01B Develop and update tourism industry knowledge

Unit Descriptor

This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.

Element	Performance Criteria						
1 Seek information on the tourism industry	<table><tr><td>1.1</td><td>Identify sources of information on the tourism industry correctly including information relating to:<ul style="list-style-type: none">• economic and social significance of the tourism industry and the role of local communities• different tourism markets and their relevance to industry sectors• relationships between tourism and other industries• different sectors of the industry, their inter-relationships and the services available in each sector• major tourism industry bodies• environmental issues for tourism• industrial relations• specific features of the local/regional industry• career opportunities within the industry• the roles and responsibilities of individual staff members in a successful tourism business including ethical practices• work organisation and time management• quality assurance• current and emerging industry technology including e-business.</td></tr><tr><td>1.2</td><td>Access and update specific information on relevant sector(s) of work.</td></tr><tr><td>1.3</td><td>Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.</td></tr></table>	1.1	Identify sources of information on the tourism industry correctly including information relating to: <ul style="list-style-type: none">• economic and social significance of the tourism industry and the role of local communities• different tourism markets and their relevance to industry sectors• relationships between tourism and other industries• different sectors of the industry, their inter-relationships and the services available in each sector• major tourism industry bodies• environmental issues for tourism• industrial relations• specific features of the local/regional industry• career opportunities within the industry• the roles and responsibilities of individual staff members in a successful tourism business including ethical practices• work organisation and time management• quality assurance• current and emerging industry technology including e-business.	1.2	Access and update specific information on relevant sector(s) of work.	1.3	Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.
1.1	Identify sources of information on the tourism industry correctly including information relating to: <ul style="list-style-type: none">• economic and social significance of the tourism industry and the role of local communities• different tourism markets and their relevance to industry sectors• relationships between tourism and other industries• different sectors of the industry, their inter-relationships and the services available in each sector• major tourism industry bodies• environmental issues for tourism• industrial relations• specific features of the local/regional industry• career opportunities within the industry• the roles and responsibilities of individual staff members in a successful tourism business including ethical practices• work organisation and time management• quality assurance• current and emerging industry technology including e-business.						
1.2	Access and update specific information on relevant sector(s) of work.						
1.3	Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.						

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| 2 | Source and apply information on legal and ethical issues which impact on the tourism industry | 2.1 | Obtain information on legal and ethical issues to assist effective work performance. |
| | | 2.2 | Conduct day-to-day activities in accordance with legal obligations and ethical industry practices. |
| 3 | Update tourism industry knowledge | 3.1 | Identify and use a range of opportunities to update general knowledge of the tourism industry. |
| | | 3.2 | Monitor current issues of concern to the industry. |
| | | 3.3 | Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities. |

Range Statement

This unit applies to all sectors of the tourism industry.

Information sources and opportunities to update knowledge may include:

- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- computer data, including Internet
- personal observations and experience
- industry seminars or training courses
- informal networking.

Legal issues which impact on the industry include:

- consumer protection
- duty of care
- equal employment opportunity
- anti-discrimination
- workplace relations.
- child sex tourism.

Ethical issues impacting on the industry may relate to:

- confidentiality
- commission procedures
- overbooking
- pricing
- tipping
- familiarisations
- gifts and services free of charge
- product recommendations.

Industries other than tourism may include:

- hospitality
- entertainment
- arts
- sports
- agriculture
- conservation
- science and research
- retail.

Environmental issues may include:

- protection of natural and cultural integrity
- minimal impact operations
- environmental sustainability
- waste management

- energy-efficient operations
- land ownership
- land access and usage.

Economic and social issues may include:

- employment
- effect on local amenities/facilities
- population change due to tourism development
- community role in tourism.

Issues of concern to the industry may be related to:

- government initiatives
- emerging markets
- environmental and social issues
- labour issues
- industry expansion or retraction.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:
 - accommodation
 - attractions and theme parks
 - tour operators
 - tour wholesalers
 - retail travel agents
 - information services and co-ordination sector (local, regional, national)
 - meetings and events.
- major cross-industry and sector-specific organisations.
- overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- overview of how to organise time and work in different industry contexts.
- tourism industry information sources.
- basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarising information.
- legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - duty of care
 - equal employment opportunity
 - anti-discrimination
 - workplace relations.
 - child sex tourism
- overview of current and emerging technology used across the tourism industry, including e-business.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to source industry information
- general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

Assessment Methods

Assessment methods must be chosen to ensure that ability to develop and update knowledge 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:

- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- questions to assess knowledge of different aspects of the tourism industry
- 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

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Deciding whether to join an industry association based on promotional materials
Communicating Ideas and Information	1	Liaising with colleagues from other industry sectors to meet a particular customer request
Planning and Organising Activities	1	Organising a personal program of professional development activities for the upcoming year
Working with Others and in Teams	1	Discussing industry events with colleagues
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Responding to a situation which involves dealing with a sector of the industry of which you have limited knowledge
Using Technology	1	Using the Internet to source information on the tourism industry

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	PERFORMANCE CRITERIA
1 Maintain retail equipment	<ul style="list-style-type: none">1.1 Purpose of equipment used in store/department identified accurately.1.2 Equipment operated according to design specifications.1.3 Equipment faults identified and reported to appropriate personnel.1.4 Maintenance program for retail equipment identified and applied according to store policy.
2 Apply keyboard skills	<ul style="list-style-type: none">2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.2.2 Information entered and edited accurately.
3 Operate data entry equipment	<ul style="list-style-type: none">3.1 Data entered using relevant equipment according to store policy and procedures.3.2 Price marking equipment operated according to manufacturer's instructions and store policy.3.3 Data entered accurately and within designated time limits.

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Reporting equipment faults to appropriate personnel will require the communication of ideas and information.	1
How can information be collected, analysed and organised ?	Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.	1
How are activities planned and organised ?	Entering and editing information will require activities to be planned and organised.	1
How can team work be applied?	Team work will be applied when reporting to other staff members.	1
How can the use of mathematical ideas and techniques be applied?	Entering data will require the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Maintaining equipment and identifying faults will require problem solving skills.	1
How can the use of technology be applied?	The use of technology will be applied when operating retail equipment.	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 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

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.

ELEMENTS OF COMPETENCY

PERFORMANCE CRITERIA

1 Operate point of sale equipment

- 1.1 Point of sale equipment operated according to design specifications.
- 1.2 Point of sale terminal opened and closed according to store procedure.
- 1.3 Point of sale terminal cleared and tender transferred according to store procedure.
- 1.4 Cash handled according to store security procedures.
- 1.5 Supplies of change in point of sale terminal maintained according to store policy.
- 1.6 Active point of sale terminals attended according to store policy.
- 1.7 Records completed for transaction errors according to store policy.
- 1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.
- 1.9 Customers informed of delays in the point of sales operation.

2 Perform point of sale transactions

- 2.1 Point of sale transactions completed according to store policy.
- 2.2 Store procedures identified and applied in respect of cash and non-cash transactions.
- 2.3 Store procedures identified and applied in regard to exchanges and returns.
- 2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.

ELEMENTS OF COMPETENCY**PERFORMANCE CRITERIA****3 Complete sales**

- 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.
- 3.1 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
- 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	By communicating with the customer in relation to the amount owed and identifying delivery requirements.	1
How can information be collected, analysed and organised ?	By identifying customer requirements in relation to picking up parcels or having them delivered and to where.	1
How are activities planned and organised ?	By organising the wrapping and packaging of goods and maintaining adequate supplies.	1

How can team work be applied?	This skill may not be applicable to this unit.	0
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change.	1
How can problem solving skills be applied?	Organising delivery and packaging goods will require problem solving skills.	1
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 WRRCS2B can be assessed with the following units:

WRRLP2B	Minimise theft
WRRCS3B	Interact with customers
WRR11B	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	<ul style="list-style-type: none">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.
2 Respond to customer complaints	<ul style="list-style-type: none">2.1 Positive helpful attitude conveyed to customers when handling complaints.2.2 Complaints handled sensitively, courteously and with discretion.2.3 Nature of complaint established by active listening and questioning and confirmed with the customer.2.4 Action taken to resolve complaint to customers' satisfaction wherever possible.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
	2.5 Unresolved customer dissatisfaction or complaints promptly referred to supervisor.
	2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.
	2.7 Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.
	2.8 Follow up action taken as necessary to ensure customer satisfaction.
3 Receive and process sales orders	<p>3.1 Customers' details and information recorded accurately.</p> <p>3.2 Customers promptly referred to appropriate area as required.</p> <p>3.3 Customers provided with information in clear, concise manner.</p> <p>3.4 Sales orders processed, recorded and acted upon according to store policy.</p>
4 Identify customers special requirements	<p>4.1 Customers with special needs or requirements identified promptly by observation and questioning.</p> <p>4.2 A willingness to assist conveyed verbally and non-verbally.</p> <p>4.3 Customers' needs promptly serviced, referred or redirected as required.</p>

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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Delivering service to customers requires ideas and information to be communicated.	1
How can information be collected, analysed and organised ?	Dealing with customer complaints requires information to be collected, analysed and organised.	1
How are activities planned and organised ?	Receiving and processing sales orders requires activities to be planned and organised.	1
How can team work be applied?	Referring customers to relevant personnel will require team work to be applied.	1
How can the use of mathematical ideas and techniques be applied?	Processing sales orders will require the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Dealing with customer complaints will require problem solving skills.	1
How can the use of technology be applied?	The use of technology may not be required in this unit.	0

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:

WRRCS2B	Apply point of sale handling procedures
WRRLP1B	Minimise theft
WRR11B	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:
 - 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

WRRCS4B Coordinate interaction with customers

This unit requires the competencies to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management and leading a customer service team.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Implement customer service standards	<ul style="list-style-type: none">1.1 Service standards monitored according to store policy.1.2 Deficiencies in service identified and action taken as required according to store policy.1.3 Store and legislative policies and procedures in relation to customer service provision conveyed to team members.1.4 Feedback on quality of service provision given to team members and management on a regular basis.
2 Implement store policy regarding customer complaints	<ul style="list-style-type: none">2.1 Service standards monitored to ensure store policy in regard to customer complaints is implemented by sales staff.2.2 Procedures to resolve customer complaints authorised, actioned, or referred to a higher authority according to store policy.2.3 Customers' special needs satisfied where appropriate according to store policy.
3 Communicate with management	<ul style="list-style-type: none">3.1 Current store policies on customer service issues that may affect the operation of the department/section referred to management.3.2 Operational information provided to management and other supervisors in order to facilitate customer service planning.

ELEMENTS OF COMPETENCY**PERFORMANCE CRITERIA****4 Lead customer service team**

- 4.1 Store policies and procedures interpreted and applied to store operation.
- 4.2 Team motivated to achieve high standard of service to customers.
- 4.3 Team access to current information on staff issues and operations ensured.
- 4.4 Team tasks clarified, planned and allocated in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources.
- 4.5 Team informed of changes in store service policies and procedures which impact upon their roles/responsibilities.
- 4.6 Team provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets.
- 4.7 Team members encouraged to contribute feedback in regard to achievement of performance targets.
- 4.8 Routine problems handled using appropriate problem solving techniques and referred to management 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:
 - customer service
 - staff supervision
 - dealing with customer complaints
- Feedback to management may include:
 - verbal reports
 - written reports
 - presentations
 - informal/formal meetings
- Operational information may include:
 - varying levels of staff training
 - routine or busy trading times
- Legislative requirements may include:
 - consumer law

- industry codes of practice
- tobacco laws
- Trade Practices Act
- liquor licensing
- sale of second hand goods
- Lottery Acts
- Customers may include:
 - new and existing customers
 - internal or external customers
 - customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
 - customers with routine or special needs

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:

- Coordinate a team in the provision of quality customer service according to store policy by:
 - consulting with staff
 - allocating tasks
 - conveying relevant information
 - applying policy
 - monitoring performance
 - identifying deficiencies
 - providing feedback
 - motivating staff
 - solving routine problems.
- Provides accurate feedback to management on operational and procedural matters related to provision of customer service.
- Supervises the resolution of customer complaints according to store policy.

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
 - customer complaints about products or individual staff
 - staff supervision

- monitoring team performance
 - discipline
 - grievance handling
 - allocating duties/responsibilities
 - meetings
 - store appraisal
- Merchandise and service range of the store
- Lines of communication to staff and management
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Interpersonal communication techniques

Skills in:

- Interpersonal communication skills including:
 - giving feedback
 - coaching
 - performance analysis
 - questioning/listening/observation
 - group presentation
 - team motivation
 - negotiation
 - team leadership
 - verbal and non verbal communication
- Literacy skills in regard to:
 - completing a proforma for feedback to management
 - reading and interpreting store policies and 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Providing operational information to management will require ideas and information to be communicated.	2
How can information be collected, analysed and organised ?	Interpreting and applying store policies requires information to be collected, analysed and organised.	2
How are activities planned and organised ?	Implementing customer service standards requires activities to be planned and organised.	2
How can team work be applied?	Leading a customer service team requires team work to be applied.	2
How can the use of mathematical ideas and techniques be applied?	The use of mathematical ideas and techniques may not be required in this unit.	0
How can problem solving skills be applied?	Dealing with customer complaints requires problem solving skills.	2
How can the use of technology be applied?	The use of technology may not be required in this unit.	0

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 WRRCS4B 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 environment
- Relevant documentation, such as:
 - store policy and procedures manuals
 - reporting proformas
 - legislation and statutory requirements
 - industry codes of practice
- Access to a range of customers with different requirements
- Access to a client service team

WRRER2B Coordinate work teams

This unit encompasses the competencies required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels	<ul style="list-style-type: none">1.1 Staffing levels and rosters in designated areas maintained within budget and according to store policy and procedures.1.2 Team rostered according to anticipated sales peaks and statutory requirements.1.3 Team members informed of individual rosters according to store policies and procedures.1.4 Corrective action taken as needed according to staff availability
2 Inform team members	<ul style="list-style-type: none">2.1 Team informed of expected standards of work and behaviour required by store policy in a manner and at a level and pace appropriate to the individual.2.2 Staff communication and motivation programs implemented according to store policy.2.3 Store targets compared to individual/team results.2.4 Staff meetings conducted to address issues within area of authority according to store policy.2.5 New staff members inducted into teams according to store policy.
3 Coach on the job	<ul style="list-style-type: none">3.1 Opportunities to coach team members who are unfamiliar with specific procedures are identified.3.2 Team members are made aware of the work application of the competency or job being taught.3.3 A systematic approach is enlisted including explanation and demonstration where appropriate.3.4 Trainees encouraged by positive comments and feedback from the trainer.

- 3.5 Feedback during instruction designed to help trainees learn from their mistakes.
- 3.6 Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement.
- 3.7 Trainees' performance evaluated according to store policies and procedures.

4 Motivate the team

- 4.1 Strengths and weaknesses of team identified against current and anticipated work requirements.
- 4.2 Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals.
- 4.3 Team objectives/goals updated and reviewed on a regular basis in consultation with relevant personnel.
- 4.4 Positive and constructive relationships developed with and between team members.
- 4.5 All team members treated fairly, equally and with respect.
- 4.6 Responsibility for developing own competencies accepted and realistic objectives identified.

5. Maintain staffing records

- 5.1 Staff records maintained as required according to store policy and relevant awards and agreements.

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:
 - staffing requirements
 - on the job training
 - maintaining staffing records
 - housekeeping
- Staff records systems may be:
 - manual
 - electronic
- Communication with team may be:
 - face to face
 - individually or in groups
- Work areas may include:
 - counters
 - point of sale area
 - fixtures
 - displays
 - walkways
- Work team functions may include:
 - selling
 - merchandising
 - housekeeping
 - rostering
 - maintaining equipment
 - stocktaking
- Staff induction may include:
 - formal training program
 - one-to-one coaching
- Coaching may be done:
 - frequently or infrequently
 - formally or informally
- Staffing levels may vary according to:
 - peak trading times
 - special events

- promotion
 - stocktakes
 - refurbishment
- Staff may include:
 - full-time, part-time or casual
 - under contract
 - people with varying degrees of language and literacy
 - people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions
- Staffing records may relate to:
 - attendance
 - leave entitlements
 - training
 - discipline
- Relevant personnel may include:
 - team members
 - supervisors
 - managers

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 responsibly applies store policies and procedures and ethical behaviour, in regard to the coordination of staff.
- Consistently applies store policies and procedures, in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff.
- Consistently and responsibly applies store policies and procedures, in regard to the induction of new staff.
- Consistently and responsibly applies store policies and procedures, in regard to maintaining staffing levels and coordinating work teams within budgetary constraints.
- Consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities.
- Reports suggestions for improvements in procedures to management.

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:
 - workplace ethics
 - work teams
 - staffing rosters
 - personnel records
 - trainee assessment
 - supervising new apprentices
 - staff counselling and disciplinary procedures
 - work/overtime periods
 - meetings
 - housekeeping
- Store organisational structure
- Rights and responsibilities of employers and employees in retail workplace
- Employment classifications full/part-time, casual
- Forms of work in retail
- Major changes affecting retail workplaces
- Principles and techniques in interpersonal communication
- Relevant legislation and statutory requirements, such as:
 - equal opportunity legislation
 - equal employment opportunity legislation
 - anti-discrimination legislation
 - industry awards/agreements
- Relevant occupational health and safety regulations
- 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 skills in regard to:
 - reading and interpreting workplace 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Store procedures and policies will need to be communicated to others.	2
How can information be collected, analysed and organised ?	Information on product preparation needs to be collected, analysed and organised.	2
How are activities planned and organised ?	Displaying and maintaining product displays requires activities to be planned and organised.	2
How can team work be applied?	Maintaining health and hygiene requirements requires team work.	2
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be applied when weighing and measuring goods.	2
How can problem solving skills be applied?	Problem solving skills will be applied when identifying soiled or damaged goods.	2
How can the use of technology be applied?	Using electronic ticketing equipment 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 WRRER2B can be assessed with the following unit:

WRRER3B Maintain employee relations

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:
 - legislation and statutory requirements
 - award/agreement
 - job descriptions/responsibilities
 - training programs
 - store policy and procedures manuals
- Rostering and recording systems
- Access to a work team

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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Errors in readings may need to be communicated to relevant personnel.	1
How can information be collected, analysed and organised ?	Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised.	1
How are activities planned and organised ?	Reconciling takings requires activities to be planned and organised.	1
How can team work be applied?	Team work may be required when establishing individual and store department takings.	1
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be required when balancing register/terminal.	1
How can problem solving skills be applied?	Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions.	1
How can the use of technology be applied?	The use of technology will be applied through using the register/terminal.	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 WRRF1B can be assessed with the following units:

WRRCS2B	Apply point of sale handling procedures
WRRLP2B	Minimise theft
WRRCS3B	Interact with customers
WRR11B	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

WRRFM1B Merchandise food products

This unit involves the preparation, arrangement and presentation of food products, including convenience foods within the store. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of food products for display or sale.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Prepare food stock	<ul style="list-style-type: none">1.1 Preparation and handling requirements for specific food products are identified and applied according to legislative requirements and store procedures.1.2 Food preparation tools and equipment used according to approved occupational health and safety procedures.1.3 Food preparation tools and equipment cleaned, maintained and stored according to store procedures and legislative requirements.1.4 Food products wrapped or packaged as required according to store procedures and legislative requirements.
2 Place and arrange food stock	<ul style="list-style-type: none">2.1 Food stock unpacked in accordance with legislative requirements and store procedures.2.2 Food products checked for freshness and placed in/on display units in specified locations.2.3 Food stock rotated according to shelf life, use by dates, store procedures and legislative requirements.2.4 Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken according to store procedures and legislative requirements.2.5 Food products displayed and stored to avoid cross contamination as indicated in store procedures and legislative requirements.
3 Prepare and display labels and tickets	<ul style="list-style-type: none">3.1 Labels/tickets for window, wall or floor displays, display units or products prepared according to store policy.3.2 Stock is date coded as required.3.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Maintain food displays	3.4 Late mark-downs/reductions identified and ticketed according to store policy.
	3.5 Ticketing equipment maintained and stored in a secure location.
	3.6 Tickets/labels are visible, correctly priced and placed on merchandise to conform with store procedures and legislative requirements.
	4.1 Special promotion areas reset and dismantled as required.
	4.2 Food products are arranged/faced up as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units.
5 Protect food stock	4.3 Unsuitable or out of date displays identified, reset and/or removed as directed.
	4.4 Optimum stock levels identified and stock replenished according to store procedures.
	4.5 Display areas maintained in a clean and tidy manner with excess packaging removed.
	5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and legislative requirements.
	5.2 Food handling implements used and changed according to legislative requirements and store procedures.
	5.3 Fragile or expensive stock identified and handled with extra care to prevent damage or deterioration.
	5.4 Correct temperatures for product range(s) identified and maintained according to legislative requirements and store procedures.
	5.5 Storage/display units checked, maintained and cleaned according to store procedures.
	5.6 Temperature irregularities reported to appropriate personnel without delay.

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:
 - preparation, arrangement, presentation, handling and storage of food stock
 - maintenance and cleaning of equipment and working areas
- Product range may include:
 - seafood, chicken, meat
 - delicatessen goods
 - seasonal varieties, exotic and unusual lines
 - bakery items
 - dairy products
 - frozen foods
 - dried foods
 - canned foods
 - prepared salads and convenience foods
- Handling techniques may vary according to food product characteristics including:
 - perishable items
 - cooked/uncooked items
 - items requiring defrosting/freezing
 - wet/dry items
- Food handling implements and equipment may include:
 - gloves
 - tongs
 - knives
 - slicers
- Storage/display units may include:
 - window displays
 - heaters/ovens/bain marie/roisserie
 - freezers
 - refrigerated units/coolrooms
 - display fixtures, bins, cabinets
 - self serve

- Legislative requirements may include:
 - occupational health and safety
 - pricing procedures including Goods and Services Tax (GST) requirements
 - manual handling
 - consumer law
 - waste disposal
 - environmental protection
 - industry codes of practice
 - food safety regulations
- Load limits/load bearing capacity of storage/display units may include:
 - weight bearing capacity
 - temperature maintenance
- Covering or wrapping of food may include:
 - pre-packaging
 - separating items to prevent cross-contamination
 - protection of items
 - covering to prevent deterioration of product
- Packaging materials may include:
 - polystyrene trays
 - soaker pads
 - clear plastic containers
 - plastic wrap
 - plastic bags
 - butcher paper
- Deterioration of product may include:
 - contamination
 - product life/use-by date
 - crushing
 - drying out
- Labels may be provided or produced:
 - electronically
 - manually
- Store labelling and pricing procedures may include:
 - pricing gun
 - shelf tickets
 - shelf talkers
 - written or electronically produced labels
 - bar coding
 - price boards
 - header boards

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 hygiene and sanitation practices.
- Consistently applies store policies and procedures for the preparation, arrangement, presentation, handling and storage of food products.
- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on 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 electronic 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 legislative requirements.
- Identifies damaged, soiled or out of date stock and taking corrective action as required by store procedures.
- Maintains display areas and replenishing stock as required in accordance with store procedures.
- Performs correct manual handling, storage and display techniques according to:
 - stock characteristics
 - industry codes of practice
 - occupational health and safety regulations
 - hygiene and sanitation practices.

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
 - 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
- scheduling building and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials
- Preparation of food products for display
- Placing and arranging food stock and maintaining displays
- Labelling and ticketing items and displays
- Pricing procedures including Goods and Services Tax (GST) requirements
- Elements and principles of design and trends in retail design
Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Trade Practices and Fair Trading Acts
- Relevant industry codes of practice

Skills in:

- Use and maintenance of electronic labelling/ticketing equipment
- Completing tasks in set time frame
- Literacy and numeracy skills in relation to:
reading and interpreting store procedures and guidelines
weighing and measuring of goods
machine or manual preparation of labels/tickets

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Communication of ideas and information will be applied when reporting temperature irregularities to appropriate personnel.	1
How can information be collected, analysed and organised ?	Preparing display labels and tickets will require information to be collected, analysed and organised.	1
How are activities planned and organised ?	Maintaining food displays will require activities to be planned and organised.	1

How can team work be applied?	Team work will be applied when seeking information from others.	1
How can the use of mathematical ideas and techniques be applied?	Weighing and measuring goods requires the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Problem solving skills may be applied when taking corrective action for illegible or incorrect labels/tickets.	1
How can the use of technology be applied?	The use of technology may be applied when operating labelling equipment.	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 WRRFM1B can be assessed with unit:

WRRLP6C Apply retail food safety practices

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
- Ticketing equipment
- Products for preparation and display
- Display materials and props
- Cleaning equipment and materials
- Relevant documentation, such as:
 - store policy and procedures manuals
 - occupational health and safety
 - industry codes of practice and relevant legislation
 - manufacturer's instructions/operation manuals on electronic ticketing equipment

WRRFM3B Prepare and display fast food items

This unit involves the skills and knowledge required to prepare, cook, arrange and present fast food items within the store. It includes the setting up and maintenance of displays and labelling or pricing stock. It also includes the handling, protection and storage of fast food products for display or sale.

ELEMENTS OF COMPETENCE PERFORMANCE CRITERIA

1 Prepare fast food items

- 1.1 Work stations prepared and operated according to legislative requirements and store procedures.
- 1.2 Equipment, utensils and implements required identified, maintained and used according to store procedures.
- 1.3 Ingredients for items identified and assembled according to standard store recipes.
- 1.4 Preparation and handling requirements for individual food items identified according to legislative requirements and store procedures.
- 1.5 Products to be sliced/cut identified and sliced/cut according to product and legislative requirements.
- 1.6 Food preparation equipment used safely and switched off after use, as required according to legislative requirements and store procedures.
- 1.7 Equipment cleaned and stored according to store procedures and legislative requirements.
- 1.8 Items to be cooked are identified, prepared and cooked according to legislative requirements and store procedures.
- 1.9 Items to be heated identified and placed in, and removed from ovens according to legislative requirements and store procedures.
- 1.10 Items to be defrosted identified and prepared according to legislative requirements and store procedures.

2 Present food/menu items

- 2.1 Food/menu items packaged/plated according to store procedures and legislative requirements.
- 2.2 Portion control applied to minimise wastage.
- 2.3 Food products placed in/on display units in determined locations as required.
- 2.4 Food products displayed to achieve a balanced fully stocked appearance and promote sales.

ELEMENTS OF COMPETENCY PERFORMANCE CRITERIA

- | | |
|--|---|
| 2 Present food/menu items (cont) | 2.5 Stock checked for freshness prior to placement on display.
2.6 Damaged, deteriorated, spoiled or out-of-date stock identified and corrective action taken as required according to store procedures and legislative requirements.
2.7 Cooked and uncooked products displayed and stored separately to avoid cross contamination according to store policy and legislative requirements.
2.8 Individual products placed in separate containers/dividers to avoid spoilage.
2.9 Food product stock range placed to conform with fixtures, ticketing, prices or bar codes.
2.10 Food product stock rotated according to shelf life, use-by dates, store procedures and legislative requirements.
2.11 Presentation of food conforms to product handling requirements, techniques and legislative requirements. |
| 3 Prepare display labels/tickets | 3.1 Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.
3.2 Stock is date coded as required.
3.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.
3.4 Late mark-downs/reductions identified and ticketed according to store policy.
3.5 Electronic ticketing equipment used and maintained according to design specifications.
3.6 Ticketing equipment maintained and stored in a secure location. |
| 4 Place, arrange and display price labels/tickets | 4.1 Labels/tickets visible and correctly placed on merchandise to conform with legislative and store requirements.
4.2 Labels/tickets replaced according to store policy.
4.3 Correct pricing and clear information maintained on products according to store procedures and legislative requirements. |

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
5 Maintain food displays	<ul style="list-style-type: none">5.1 Special promotion areas reset and dismantled.5.2 Food/menu items selected for display as required.5.3 Products arranged as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units.5.4 Unsuitable or out-of-date displays identified, reset and/or removed as directed.5.5 Optimum stock levels identified and stock replenished according to store policy.5.6 Display areas maintained in a clean and tidy manner.5.7 Excess packaging removed from display areas.
6 Protect food/menu items	<ul style="list-style-type: none">6.1 Correct handling, storage and display techniques identified and used according to food characteristics and legislative requirements.6.2 Food handling implements changed when handling different products according to legislative requirements and store procedures.6.3 Implements for handling products identified and used according to legislative requirements and store policy.6.4 Medium in which serving equipment is stored, changed regularly to prevent contamination.6.5 Products wrapped/packaged to prevent deterioration according to legislative requirements and store procedures.6.6 Fragile or expensive stock identified and handled with extra care to prevent damage or deterioration.6.7 Correct temperatures for menu items identified and maintained according to legislative requirements and store procedures.6.8 Work areas/storage areas/display units maintained and cleaned according to store procedures.6.9 Storage/display units regularly checked to ensure products kept at recommended temperatures.6.10 Temperature irregularities reported to appropriate people without delay.

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:
 - the preparation, cooking, arrangement, presentation, handling and storage of fast food items
 - maintenance and cleaning of equipment and working areas
- Store product range may include:
 - a particular fast food area
 - a variety of fast food products
- Fast food menu range may include:
 - salads
 - sandwiches
 - hamburgers, meat, poultry
 - delicatessen goods
 - pizzas
 - seafood
 - coated or battered items
 - drinks
 - desserts
- Handling techniques may vary according to stock characteristics, including:
 - perishable items
 - cooked/uncooked items
 - items requiring defrosting/freezing
 - wet/dry items
- Food handling implements and equipment may include:
 - gloves
 - tongs
 - knives and slicers
- Load limits/load bearing capacity of storage/display units may include:
 - weight bearing capacity
 - temperature maintenance
- Storage/display units may include:
 - heaters/ovens/bain marie/roisserie
 - freezers
 - refrigerated units/coolrooms
 - display fixtures, bins, cabinets
 - self serve

- Covering or wrapping of food may include:
 - pre-packaging
 - separating items to prevent cross-contamination
 - protection of items
 - covering to prevent deterioration of product
- Packaging materials may include:
 - plastic containers
 - polystyrene trays
 - plastic wrap
 - plastic bags
 - paper wraps and bags
- Deterioration of product may include:
 - contamination
 - product life/use-by date
 - crushing
 - over heating/drying out
- Labels may be provided or produced:
 - electronically
 - manually
- Store labelling and pricing policy may include:
 - pricing gun
 - shelf tickets
 - shelf talkers
 - written or electronically produced labels
 - bar coding
 - price boards
 - header boards
- Legislative requirements may include:
 - occupational health and safety
 - pricing procedures including Goods and Services Tax (GST) requirements
 - manual handling
 - consumer law
 - waste disposal
 - environmental protection
 - industry codes of practice
 - food safety regulations

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 policy and procedures in the preparation, cooking, arrangement, presentation, handling and storage of fast food items.
- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on 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 electronic 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 legislative requirements.
- Identifies damaged, soiled or out of date stock and takes corrective action as required by store procedures.
- Maintains display areas and replenishes stock as required in accordance with store procedures.
- Performs correct manual handling, storage and display techniques according to:
 - stock characteristics
 - industry codes of practice
 - occupational health and safety regulations
 - hygiene and sanitation practices.

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, pricing and 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
 - scheduling for building and rotating displays

- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials
- Fast food menu range
- Food safety plans
- Hazard Analysis and Critical Control Points (HACCP)
- Shelf life of various products
- Pricing procedures including Goods and Services Tax (GST) requirements
- Placing and arranging fast food items and maintaining display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Trade Practices and Fair Trading Acts
- Relevant industry codes of practice

Skills in:

- Using and maintaining electronic labelling/ticketing equipment
- Completing tasks in set time frame
- Literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - weighing and measuring of goods
 - machine or manual preparation of labels/tickets

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Store procedures and policies will need to be communicated to others.	1
How can information be collected, analysed and organised ?	Information on product preparation needs to be collected, analysed and organised.	1
How are activities planned and organised ?	Displaying and maintaining product displays requires activities to be planned and organised.	1
How can team work be applied?	Maintaining health and hygiene requirements requires team work.	1
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be applied when weighing and measuring goods.	2

How can problem solving skills be applied?	Problem solving skills will be applied when identifying soiled or damaged goods.	1
How can the use of technology be applied?	Using electronic ticketing equipment 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 WRRFM3B can be assessed with unit:

WRRLP6C Apply retail food safety practices

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
- Ticketing equipment
- Products for preparation and display
- Display materials and props
- Cleaning equipment and materials
- Relevant documentation such as:
 - store policy and procedure manuals
 - occupational health and safety
 - industry codes of practice and relevant legislation
 - manufacturers instructions/operation manuals on electronic ticketing equipment

WRRFS1B Advise on food products and services

This unit encompasses the competencies required to develop product knowledge and provide advice to customers with regard to fresh food and food products, including convenience foods. It may involve the application of product knowledge in defined areas of food retailing or a more general category according to store requirements.

ELEMENTS OF COMPETENCY

PERFORMANCE CRITERIA

1 Identify product range and develop product knowledge

- 1.1 Product knowledge developed by accessing relevant sources of information.
- 1.2 Store food product range accurately identified.

2 Recommend food products

- 2.1 Product knowledge applied to advise customers on relevant product information.
- 2.2 Product information provided for customers on request.
- 2.3 Complimentary products, specials, new lines, seasonal promotions recommended to customers.

3 Advise on food services

- 3.1 Store food services promoted, quoted on and arranged for customers on request.

RANGE OF VARIABLES

The Range of Variables provide the range of applications of this competency standard 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 fresh food products and services
- Product range may include:
 - delicatessen goods
 - fresh produce
 - bakery items
 - seasonal varieties, exotic and unusual lines
 - dairy products
 - frozen foods
 - dried foods
 - canned foods
 - prepared salads and convenience foods

- Food services may include:
 - special occasion catering
 - boardroom catering
 - convenience foods
 - food delivery services
 - seasonal promotions
- Relevant sources of information may include:
 - store or suppliers product manuals
 - videos
 - product demonstrations
 - labels
 - store tours
 - Internet
- Customers requests may include:
 - preference
 - health factors
 - cultural group
- Product range may be identified according to:
 - origin
 - price range
 - product variety
 - physical characteristics
 - seasonal availability
- Product information may include:
 - product types
 - varieties
 - features
 - price
 - ingredients
 - simple nutritional information
 - handling and storage
 - cooking tips from manufacturers data

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 which comply with consumer law and legislative requirements regarding the sale of food items.
- Consistently applies product information contained in store manuals and manufacturers

product labels when providing advice to customers.

- 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 other staff as required.
- 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:

- Store policies and procedures, in regard to:
 - the sale of food items
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
- Current food services available to customers
- Specialist product knowledge, including:
 - specialised products
 - corresponding benefits of various products
 - shelf life, use-by date
 - storage requirements
 - ingredients on materials contained in product
 - features and use of products
 - corresponding or complementary products and services
 - stock availability
- Ordering procedures
- Store/industry manuals and documentation (paper based or computerised)
- Stock, merchandise and service range
- Procedures for taking customer orders
- Pricing procedures including Goods and Services Tax (GST) requirements
- Other relevant policies and procedures
- Relevant legislation and statutory requirements
- Relevant occupational health and safety requirements
- Relevant industry codes of practice

Skills in:

- Ability to use a range of communication/electronic equipment
- Ability to interpret store/industry manuals and documentation (paper based or computerised)
- Literacy skills in regard to:

- reading and understanding product information
- reading and understanding store policies and procedures
- recording information
- Numerical skills in regard to:
 - pricing, estimation and weighing of quantities

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	By informing customers on relevant information on product.	2
How can information be collected, analysed and organised ?	By identifying customer needs and advising on relevant products and services.	2
How are activities planned and organised ?	Identifying product range and developing product knowledge requires planning and organising activities.	1
How can team work be applied?	Team work may be required when seeking relevant information from others.	1
How can the use of mathematical ideas and techniques be applied?	By pricing, estimating and weighing quantities of product.	2
How can problem solving skills be applied?	By identifying customer needs and advising on products may require problem solving skills.	2
How can the use of technology be applied?	Accessing information on products may require some 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 WRRFS1B can be assessed with unit:

WRRLP6C Apply retail food safety practices

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
- Sources of product knowledge
- Suitable merchandise
- Relevant documentation, such as:
 - store policy and procedures manuals

WRII1B 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	PERFORMANCE CRITERIA
1 Receive and process incoming goods	<ul style="list-style-type: none">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.
2 Rotate stock	<ul style="list-style-type: none">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.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Participate in stocktake	<p>3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.</p> <p>3.2 Stock records documentation completed according to store stock control system.</p> <p>3.3 Discrepancies in stock recorded and reported to relevant personnel.</p> <p>3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications.</p>
4 Reorder stock	<p>4.1 Minimum stock levels identified according to store policy.</p> <p>4.2 Stock requisition forms or electronic orders completed accurately.</p> <p>4.3 Undelivered stock orders identified on stock system and followed up without undue delay.</p>
5 Dispatch goods	<p>5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.</p> <p>5.2 Credit request documentation completed according to store procedure.</p> <p>5.3 Goods stored securely while awaiting dispatch.</p> <p>5.4 Delivery documentation completed according to store procedures.</p> <p>5.5 Special delivery instructions noted.</p> <p>5.6 Items packed safely and securely to avoid damage in transit.</p>

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 and 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Reordering stock may require ideas and information to be communicated.	1
How can information be collected, analysed and organised ?	Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.	1
How are activities planned and organised ?	Identifying stock levels and reordering requires activities to be planned and organised.	1
How can team work be applied?	Team work may be applied when undertaking stocktake procedures.	1
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.	1
How can problem solving skills be applied?	Problem solving skills may be applied when identifying excess stock and determining storage or return of items.	1
How can the use of technology be applied?	The use of technology may be applied when recording stock and reporting faults and problems.	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 WRR11B can be assessed with the following units:

WRRCS2B	Apply point of sale handling techniques
WRRLP2B	Minimise theft
WRRCS3B	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

WRII5A 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.

ELEMENTS OF COMPETENCY

PERFORMANCE CRITERIA

1 Monitor receipt and dispatch of goods

- 1.1 Responsibility for receipt and dispatch of goods delegated to appropriate staff.
- 1.2 Store procedures implemented in regard to receipt, dispatch and secure storage of goods.
- 1.3 Staff functions observed to ensure store procedures are followed and documentation is completed correctly.
- 1.4 Store procedures implemented to ensure goods inspected for quantity and quality on receipt.
- 1.5 Variations to quantity and quality of delivered goods acted upon according to store policy.
- 1.6 Safe handling and storage of goods supervised in line with store policy.

2 Maintain stock records

- 2.1 Stock levels monitored and maintained at required levels.
- 2.2 Stock reorder cycles maintained, monitored and adjusted as required.
- 2.3 Team members informed of their individual responsibilities in regard to recording of stock.
- 2.4 Stock storage and movement records maintained in line with store policy.
- 2.5 Stock discrepancies recorded and procedures followed according to store policy.
- 2.6 Stock performance monitored and fast/slow selling items identified and reported according to store policy.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Coordinate stocktake/cyclical count	<p>3.1 Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.</p> <p>3.2 Staff rostered according to allocated budget and time constraints.</p> <p>3.3 Stocktaking tasks allocated to individual team members.</p> <p>3.4 Team members provided with clear directions for the performance of each task.</p> <p>3.5 Team members allocated to ensure effective use of staff resources to complete task.</p> <p>3.6 Accurate reports on stocktake data, including discrepancies produced for management.</p>
4 Identify stock losses	<p>4.1 Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.</p> <p>4.2 Avoidable losses identified and reasons established.</p> <p>4.3 Possible solutions recommended and implemented.</p>
5 Process order	<p>5.1 Orders for stock processed/raised as requested according to store policies and procedures.</p> <p>5.2 Ordering and recording system accurately maintained.</p> <p>5.3 Availability of sample range ensured according to buying plan.</p> <p>5.4 Pricing materials ordered as required.</p> <p>5.5 Negotiated purchase and supply agreements recorded accurately and filed for retrieval.</p>
6 Follow up order	<p>6.1 Delivery process monitored to meet agreed deadlines.</p> <p>6.2 Routine supply problems handled or referred to management as required by store policy.</p>

ELEMENTS OF COMPETENCY**PERFORMANCE CRITERIA**

- | | |
|-----|--|
| 6.3 | Continuous liaison with buyers, store/departments, warehouse and suppliers to ensure continuity of supply. |
| 6.4 | Stock distributed according to store/department allocation. |

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

EVIDENCE GUIDE

- 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

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, storage, 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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	By informing staff of relevant roles and responsibilities for monitoring and ordering stock.	2
How can information be collected, analysed and organised ?	Monitoring stock levels and processing orders will require information to be collected, analysed and organised.	2

How are activities planned and organised ?	By implementing procedures for receipting, dispatching and storing goods.	2
How can team work be applied?	Directing and allocating team members in particular roles and responsibilities requires team work.	2
How can the use of mathematical ideas and techniques be applied?	Processing orders and maintaining stock levels requires the use of mathematical ideas and techniques.	2
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.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Apply routine store security	<ul style="list-style-type: none">1.1 Store security systems and procedures applied according to store policy.1.2 Cash handled and secured according to store policy.1.3 Suspect behaviour by customers observed and dealt with according to store policy.1.4 Internal and external theft dealt with according to store policy.1.5 Products and equipment stored in a secure manner.
2 Minimise theft	<ul style="list-style-type: none">2.1 Appropriate action taken to minimise theft by applying store procedures.2.2 Merchandise matched to correct price tags.2.3 Surveillance of merchandise maintained according to store policy and legislative requirements.2.4 Customers' bags checked as required at point of sale according to store policy and legislative requirements.2.5 Security of cash, cash register and keys maintained according to store policy.2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.2.7 Suspected or potential thieves dealt with according to store policy and procedures.

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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.	1
How can information be collected, analysed and organised ?	Information of security systems needs to be collected, analysed and organised.	1
How are activities planned and organised ?	Checking customer bags may require activities to be planned and organised.	1
How can team work be applied?	Team work may be required when identifying suspect customer behaviour.	1
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques may not be required in this unit.	0
How can problem solving skills be applied?	Problem solving may be required when dealing with theft.	1
How can the use of technology be applied?	Use of technology may be required when reporting and recording theft.	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 WRRLP2B can be assessed with the following units:

WRRCS2B	Apply point of sale handling procedures
WRRCS3B	Interact with customers
WRR11B	Perform stock control procedures
WRRF1B	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.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Inform team members	<ul style="list-style-type: none">1.1 Store policies and procedures in regard to occupational health and safety and emergency procedures clearly and accurately explained to team members.1.2 Team members given access to store policy.1.3 Relevant provisions of occupational health and safety legislation and codes clearly and accurately explained to team members.1.4 Information on identified hazards and risk control procedures regularly provided and clearly and accurately explained to team members.
2 Involve team members	<ul style="list-style-type: none">2.1 Provide opportunities and processes for team members to consult and contribute on occupational health and safety issues according to store policy.2.2 Issues raised are resolved promptly or referred to relevant personnel according to store policy.2.3 Outcomes of issues raised on occupational health and safety matters promptly conveyed to team members.
3 Monitor and maintain a safe working environment	<ul style="list-style-type: none">3.1 Store policies and procedures implemented with regard to identification, prevention and reporting of potential hazards.3.2 Prompt action taken to deal with hazardous events according to store policies.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Monitor and maintain a safe working environment (cont.)	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.
	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.
	3.5 Hazardous goods handled and stored in accordance with store policy and occupational health and safety regulations.
	3.6 Equipment maintained in accordance with store policy and occupational health and safety regulations.
	3.7 Team performance monitored to ensure use of safe manual handling techniques.
4 Implement emergency procedures	4.1 Store emergency policies and procedures implemented promptly in the event of an emergency.
5 Identify need for occupational health and safety training	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.
	5.2 Training organised/arranged according to store policy.
6 Maintain occupational health and safety records	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.
	6.2 Information from records used to identify hazards and monitor risk control procedures 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:
 - 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

- 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	By informing team members of store policies and procedures.	2
How can information be collected, analysed and organised ?	By identifying relevant occupational health and safety policies and procedures.	2
How are activities planned and organised ?	Developing emergency policies and procedures requires activities to be planned and organised.	2
How can team work be applied?	Encouraging team members to contribute to occupational health and safety issues requires team work to be applied.	2
How can the use of mathematical ideas and techniques be applied?	The use of mathematical ideas and techniques may not be applicable to this unit.	0
How can problem solving skills be applied?	Identifying hazardous events and implementing control procedures requires problem solving skills to be applied.	2
How can the use of technology be applied?	Maintaining records may require 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 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	PERFORMANCE CRITERIA
1 Monitor and maintain store security	<ul style="list-style-type: none">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 on going 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
 - 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Team members will need to be informed of store policies and procedures in regard to safety.	2
How can information be collected, analysed and organised ?	Reviewing security procedures will require information to be collected, analysed and organised.	2
How are activities planned and organised ?	Providing training to staff members requires planning and organisation.	2
How can team work be applied?	Providing supervision and training to team members will require team work.	2
How can the use of mathematical ideas and techniques be applied?	Monitoring cash handling and transactions will require the use of mathematical ideas and techniques.	2
How can problem solving skills be applied?	Problem solving will be applied when implementing procedures to minimise theft.	2
How can the use of technology be applied?	The use of technology will be applied when reporting on store security.	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 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

WRRO6B Manage store facilities

This unit encompasses the competencies required to manage store facilities in a retail environment. It involves the management of the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts and identifying and locating facilities requirements.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Manage store maintenance program	<ul style="list-style-type: none">1.1 Premises, fittings, fixtures and equipment monitored and maintained according to store policy.1.2 Deficiencies in store maintenance procedures identified and remedial action taken.1.3 Expert or specialist advice obtained as required according to store policy.1.4 Contingency plan initiated in the event of maintenance problems.
2 Manage retail equipment maintenance	<ul style="list-style-type: none">2.1 Policies and procedures developed and implemented to ensure retail equipment maintained according to store policy.2.2 Maintenance program for retail equipment monitored and implemented according to manufacturer's design specifications and store policy.2.3 Equipment faults identified and rectified where possible, without undue delay.2.4 Equipment faults or failures reported according to service agreements and store policy.
3 Negotiate maintenance contracts	<ul style="list-style-type: none">3.1 Maintenance contracts with contractors and suppliers negotiated according to store policies and procedures.3.2 Contract terms and conditions negotiated and implemented to maximise benefits for the store, and communicated to relevant staff.3.3 Maintenance procedures monitored to ensure products/tasks meet contract specifications.
4 Identify facilities/space requirements	<ul style="list-style-type: none">4.1 Facilities/space requirements identified according to store policy and budget requirements.4.2 Suitable facilities/space located.

ELEMENTS OF COMPETENCY**PERFORMANCE CRITERIA**

- 4.3 Space utilisation maximised with consideration to existing configuration.

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 maintenance
 - facilities management
- Contracts may be negotiated:
 - externally
 - internally
- Contracts may involve:
 - quality standards
 - maintenance services
 - cleaning
 - security
 - electrical services
 - plumbing services
 - equipment maintenance
- Recording methods may include:
 - electronic
 - manual
- Reporting of faults may include:
 - service personnel
 - contractors
 - store/area manager
 - supervisor
- Retail equipment may include:
 - point of sale terminals
 - computers/scanners/printers
 - pricing equipment
 - electronic bar coding equipment
 - portable data entry

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:

- Plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policies and procedures.
- Initiates contingency plans in response to maintenance problems.
- Negotiates, monitors and implements maintenance contracts according to store policies and procedures.
- Identifies and utilises space and facilities to maximise space utilisation.
- Evaluates and reports on effectiveness of maintenance contracts.

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:
 - maintenance of store facilities
 - maintenance of retail equipment
- Maintenance contract terms and options
- Contract specifications
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
 - monitoring performance of contracts
 - negotiating, in particular contract negotiation

Skills in:

- Record maintenance
- Negotiation skills
- Literacy skills in regard to:
 - developing, documenting and recording procedures
- Numeracy skills in regard to:
 - accounting and recording 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 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Negotiating maintenance contracts with contractors requires information and ideas to be communicated.	3
How can information be collected, analysed and organised ?	Identifying facilities/space requirements requires information to be collected, analysed and organised.	3
How are activities planned and organised ?	Developing a maintenance program for retail equipment requires activities to be planned and organised.	3
How can team work be applied?	Team work will be applied when seeking expert advice for maintenance program and communicating with relevant staff.	3
How can the use of mathematical ideas and techniques be applied?	The use of mathematical ideas and techniques will be applied when identifying budget requirements.	2
How can problem solving skills be applied?	Problem solving skills will be applied when rectifying equipment faults.	3
How can the use of technology be applied?	The use of technology will be applied when developing contracts and maintaining retail equipment.	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.

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 WRRO6B 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:
 - maintenance contracts
 - store policies and procedures on maintenance of facilities, maintenance contracts
 - legislation and statutory requirements
 - industry codes of practice
 - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to equipment/technology

WRRM2B Perform routine housekeeping duties

This unit encompasses the skills, knowledge and attitudes required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices by staff members and the organisation of the work area to keep the workplace tidy, clean and safe.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Organise work area	<ul style="list-style-type: none">1.1 Work areas maintained in a safe, uncluttered and organised manner according to store policy.1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy.1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.
2 Clean work area	<ul style="list-style-type: none">2.1 Store policies and procedures for personal hygiene applied.2.2 Store policies and procedures applied for cleaning of work area.2.3 Waste promptly removed and disposed of according to store policy and legislative requirements.2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to store policy and legislative requirements.2.5 Signage promptly displayed in regard to unsafe areas.2.6 Equipment and consumable materials maintained and stored correctly after use.2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer's instructions 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:
 - housekeeping practices
 - personal hygiene
 - maintenance and storage of cleaning equipment
 - use and storage of cleaning chemicals
- Work areas may include:
 - counters
 - benches
 - sinks
 - point of sale terminals
 - point of sale areas
 - preparation areas
 - walkways and aisles
 - displays
 - fixtures and other working surfaces
- Handling and cleaning techniques may vary according to:
 - stock characteristics
 - industry codes of practice
- Unsafe areas may include:
 - spills
 - sharp edges
 - loose wiring
- Reporting of faults/problems may be conducted by:
 - face to face
 - email
 - phone
 - fax
- Legislative requirements may include:
 - waste removal
 - environmental protection
 - transport, storage and handling of goods
 - hazardous substances and dangerous goods
 - labelling of workplace substances
 - occupational health and safety
 - use of protective clothing/equipment
- Appropriate personnel may include:

- manager
- area supervisor
- team leader
- colleagues

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 housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas.
- Consistently applies safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:
 - store policy and procedures
 - occupational health and safety legislation/regulations/codes of practice
 - industry codes of practice
 - manufacturers' instructions and design specifications.
- Applies store housekeeping program of work area and reports faults/problems to relevant person/department.
- Reads, accurately interprets and consistently applies manufacturers' instructions for cleaning products, tools and equipment.
- 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 on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
 - housekeeping
 - use and maintenance of store cleaning equipment
 - personal hygiene
 - waste disposal and environmental protection
 - reporting problems and faults
- Relevant occupational health and safety regulations
- Relevant labels to identify chemicals and hazardous substances/HAZCHEM labels
- Manufacturer's instructions for use of cleaning materials or hazardous substances
- Manufacturer's instructions for use of cleaning equipment
- Relevant legislation and statutory requirements
- Relevant industry codes of practice

Skills in:

- Using and maintaining cleaning equipment
- Using and storing chemicals, hazardous substances and flammable materials
- Using electrical and other equipment safely
- Literacy and numeracy skills in:
 - reading and understanding manufacturer's instructions
 - reading and understanding warning labels and instructions for the use of chemicals and hazardous substances

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Faults or problems will need to be communicated to relevant personnel.	1
How can information be collected, analysed and organised ?	Store policies and procedures for cleaning work areas will need to be collected, analysed and organised.	1
How are activities planned and organised ?	Cleaning work areas and disposing of waste will require activities to be planned and organised.	1
How can team work be applied?	Team work may be required when carrying out routine procedures and reporting to relevant personnel.	1
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques may be required when measuring out chemicals.	1
How can problem solving skills be applied?	Problem solving skills may be required to clean particular areas.	1
How can the use of technology be applied?	Technology may be required when operating a range of cleaning equipment.	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 WRRM2B can be assessed with the following units:

WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRCA1B	Operate retail equipment

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
- Cleaning/store housekeeping equipment and materials
- Relevant documentation, such as:
 - store policy and procedures manuals on housekeeping, cleaning and occupational health and safety
 - manufacturer's instructions/operation manuals on cleaning equipment and materials
 - manual handling regulations and industry codes of practice
 - plant and equipment regulations

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.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Coordinate merchandise presentation and display	<ul style="list-style-type: none">1.1 Items to be advertised/promoted, identified according to store merchandising policy.1.2 Promotions or special events planned, coordinated and evaluated as directed by management.1.3 Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact.1.4 Staff informed of store display standards/requirements.1.5 Staff informed of occurrence and timing of promotions and special events.1.6 Product/service display information accurately depicts product/service being promoted.1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.1.8 Displays constructed and maintained in a safe, secure manner.1.9 Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required.1.10 Staff informed of appropriate timing for dismantling and disposal of displays.1.11 Merchandise presentation evaluated against sales turnover and store presentation standards.1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities.
2 Implement merchandise pricing	<ul style="list-style-type: none">2.1 Store policies and procedures implemented in regard to pricing/ticketing.

- 2.2 Current prices for products and services identified and amended according to store policy.
- 2.3 Team members informed of both price changes and current pricing policies.

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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Informing staff of promotions and special events requires communication of ideas and information.	2
How can information be collected, analysed and organised ?	Planning promotions and special events requires information to be collected, analysed and organised.	2
How are activities planned and organised ?	Planning the construction and maintenance of displays requires activities to be planned and organised.	2

How can team work be applied?	Team work will be required when supervising staff in setting up and maintaining displays.	2
How can the use of mathematical ideas and techniques be applied?	Identifying and amending prices for products and services requires the use of mathematical ideas and techniques.	2
How can problem solving skills be applied?	Problem solving skills will be applied when planning and constructing displays.	2
How can the use of technology be applied?	The use of technology will be applied when constructing displays and evaluating sales turnover.	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 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

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	PERFORMANCE CRITERIA
1 Manage store merchandising	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	PERFORMANCE CRITERIA
3 Manage store pricing policies	<p>3.1 Store policies and procedures maintained in regard to pricing.</p> <p>3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff.</p> <p>3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements.</p>
4 Manage housekeeping	<p>4.1 Store policies and procedures developed and implemented in regard to store housekeeping and maintenance.</p> <p>4.2 Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained.</p> <p>4.3 Contingency plan initiated in the event of merchandise or store presentation problems.</p>

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/markdown 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Pricing trends and changes need to be communicated to relevant staff.	3
How can information be collected, analysed and organised ?	Developing and implementing assessment checks requires information to be collected, analysed and organised.	3
How are activities planned and organised ?	Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised.	3
How can team work be applied?	Team work will be applied when consulting with staff to assess customer response to space allocations.	3
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques may be applied when developing pricing procedures.	2
How can problem solving skills be applied?	Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems.	3
How can the use of technology be applied?	The use of technology may be applied when developing rosters/schedules and developing promotional activities.	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 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

WRRO4B Control store security/loss

This unit involves the skills and knowledge required to control store security. It involves developing and implementing security procedures for the prevention of theft, ensuring safety of all personnel in the event of a robbery and monitoring all security procedures.

ELEMENTS OF COMPETENCY PERFORMANCE CRITERIA

1 Control store security

- 1.1 Security procedures to facilitate the detection and prevention of internal or external theft developed and implemented according to store policy.
- 1.2 Procedures to ensure maximum safety and security for all personnel in the event of robbery developed and implemented.
- 1.3 Procedures for opening and closing premises and cash registers, cash security, credit card and cheque transactions developed and implemented.
- 1.4 Security procedures monitored, maintained and communicated to all staff.
- 1.5 Stocktaking procedures established and implemented to monitor, control and minimise stock losses.

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
- Type of security equipment in regard to:
 - type of equipment used
 - level of security required
- Theft may involve:
 - internal personnel
 - external personnel
- Security procedures/equipment may include:
 - dye tags
 - alarms
 - locks
 - security cameras
 - security guards

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:

- Develops and implements security procedures to facilitate the detection and prevention of theft.
- Develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery.
- Develops and implements procedures for:
 - opening and closing premises
 - cash security
 - credit card transactions, EFTPOS
 - cheque transactions
 - stocktaking to control and minimise theft.

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
 - detection and apprehension of thieves
 - credit card transactions
 - cheque transactions
 - stocktaking
- Relevant legislation and statutory requirements, including
 - case law or common law
 - state laws relating to property offences
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
 - safety of personnel in the event of robbery
 - detection and prevention of theft

Skills in:

- Negotiation
- Record maintenance
- Development of procedures
- Interpersonal communication skills

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Security procedures need to be communicated to all personnel.	3
How can information be collected, analysed and organised ?	The development of security procedures requires information to be collected, analysed and organised.	3
How are activities planned and organised ?	Stocktaking procedures to minimise stock losses requires activities to be planned and organised.	3
How can team work be applied?	Team work will be applied when implementing and communicating store security procedures.	3
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be applied during stocktaking procedures.	2
How can problem solving skills be applied?	Problem solving skills will be applied when developing security procedures to facilitate the detection and prevention of internal or external theft.	3
How can the use of technology be applied?	The use of technology will be applied through the use of security equipment, registers and credit card facilities.	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 WRRO4B 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 procedures on security
 - store policy and procedures on credit card transactions and cheque transactions
 - store policy and procedures on stocktaking
 - legislation and statutory requirements
 - industry codes of practice
 - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to a range of security equipment

WRRO5B Control inventory

This unit covers the skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Manage receipt, dispatch and storage of merchandise	<ul style="list-style-type: none">1.1 Merchandise receipted, dispatched and stored according to store policies and procedures.1.2 Cost effective and efficient methods for goods movement determined according to store policy.1.3 Maintenance procedures for storage areas and equipment implemented according to store policy.
2 Manage stock control	<ul style="list-style-type: none">2.1 Store policies and procedures implemented in regard to stock control and inventories.2.2 Store procedures established and implemented to monitor and control stock levels.2.3 Budgeted stock levels maintained.2.4 Stocktaking procedures established and implemented.2.5 Contingency plans established and implemented in regard to stock delivery times.2.6 Reports on stock inventories accurately documented and prepared.

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:
 - receipt of goods from suppliers
 - dispatch of goods
 - shrinkage prevention
 - waste controls
 - safety controls
 - secure storage
 - stock control and inventories
- Stocktaking procedures may include:

- stock control
 - stock levels
 - cyclical counts
 - minimisation of out of date stock
 - quality control
- Contingency plans may include:
 - breakdowns
 - delays
 - floods
 - breakages

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:

- Plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines.
- Implements maintenance procedures for storage areas and equipment according to store policy.
- Plans, coordinates and implements activities associated with stock control, including:
 - monitoring and controlling stock levels
 - establishing and maintaining stocktaking procedures
 - documenting and reporting on inventories 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:
 - receipt of goods from suppliers
 - dispatch of goods
 - shrinkage prevention
 - waste controls
 - safety controls
 - secure storage in an appropriate environment
 - equipment used to move stock
- Store systems and equipment for stock recording and control
- Inventory control

- Storage security
- Licensing requirements for operating moving equipment (if applicable)
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice

Skills in:

- Stocktaking procedures
- Record maintenance
- Literacy skills in regard to:
documenting and recording procedures
- Numeracy skills in regard to:
interpreting data and cost effectiveness/efficiency

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Implementing stock taking procedures requires communication of ideas and information.	3
How can information be collected, analysed and organised ?	Establishing procedures to monitor and control stock levels requires information to be collected, analysed and organised.	3
How are activities planned and organised ?	Developing contingency plans requires activities to be planned and organised.	3
How can team work be applied?	Team work will be required to implement store policies and procedures in regard to stock control.	3
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be applied when developing reports on stock inventories.	3
How can problem solving skills be applied?	Developing contingency plans in regard to stock delivery times will require problem solving skills.	3
How can the use of technology be applied?	The use of technology will be applied when developing reports on stock inventories.	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 WRRO5B 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 policies and procedures on inventory control
 - legislation and statutory requirement
 - industry codes of practice
 - occupational health and safety legislation/regulations/codes of practice
- Access to:
 - a stock control system
 - stock control equipment
 - 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	PERFORMANCE CRITERIA
1 Apply product knowledge	<ul style="list-style-type: none">1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.1.2 Product knowledge developed by accessing relevant sources in information.
2 Approach customer	<ul style="list-style-type: none">2.1 Timing of customer approach determined and applied.2.2 Effective sales approach identified and applied.2.3 Positive impression conveyed to arouse customer interest.2.4 Knowledge of customer buying behaviour demonstrated.
3 Gather information	<ul style="list-style-type: none">3.1 Questioning techniques applied to determine customer buying motives.3.2 Listening skills used to determine customer requirements.3.3 Non-verbal communication cues interpreted and clarified.3.4 Customers identified by name where possible.3.5 Customer directed to specific merchandise.
4 Sell benefits	<ul style="list-style-type: none">4.1 Customer needs matched to appropriate products and services.4.2 Knowledge of products' features and benefits communicated clearly to customers.4.3 Product use and safety requirements described to customers.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
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- 4.4 Customers referred to appropriate product specialist as required.
 - 4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.
- 5 Overcome objections**
 - 5.1 Customer objections identified and accepted.
 - 5.2 Objections categorised into price, time and merchandise characteristics.
 - 5.3 Solutions offered according to store policy.
 - 5.4 Problem solving applied to overcome customer objections.
- 6 Close sale**
 - 6.1 Customer buying signals monitored, identified and responded to appropriately.
 - 6.2 Customer encouraged to make purchase decisions.
 - 6.3 Appropriate method of closing sale selected and applied.
- 7 Maximise sales opportunities**
 - 7.1 Opportunities for making additional sales recognised and applied.
 - 7.2 Customer advised of complementary products or services according to customer's identified need.
 - 7.3 Personal sales outcomes reviewed to maximise future sales.

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
- 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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Relaying product features and benefits to customers requires the communication of ideas and information.	1
How can information be collected, analysed and organised ?	Establishing customer requirements requires information to be collected, analysed and organised.	1
How are activities planned and organised ?	Identifying opportunities to make additional sales requires activities to be planned and organised.	1
How can team work be applied?	Team work will be applied when referring to other staff members or seeking product information.	1

How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques may be required when reviewing personal sales outcomes.	1
How can problem solving skills be applied?	Problem solving skills may be applied when overcoming customer objections.	1
How can the use of technology be applied?	The use of technology may not be required in this unit.	0

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	PERFORMANCE CRITERIA
1 Develop product/service knowledge	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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

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.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Recommending specialised products to customers requires ideas and information to be communicated.	2
How can information be collected, analysed and organised ?	Developing product knowledge requires information to be collected, analysed and organised.	2
How are activities planned and organised ?	Developing knowledge of competitor's products and services may require activities to be planned and organised.	1
How can team work be applied?	Team work may be required when developing and relaying product knowledge to other team members.	1
How can the use of mathematical ideas and techniques be applied?	Making comparisons with competitor's pricing structure will require the use of mathematical ideas and techniques.	2
How can problem solving skills be applied?	Problem solving will be applied when evaluating merchandise according to customer requirements.	2
How can the use of technology be applied?	The use of technology will be applied when developing product knowledge through accessing the Internet.	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 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