

SRC04
Community Recreation Industry Training Package
Volume III of V

Volume
III of V

Community Recreation Industry Training Package SRC04

Volume III of V



Version Number: 2.0
Review Date: September 2007

 INDUSTRY
SKILLS
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Creating Australia's Future

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COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE — SRC04

VOLUME 3

To be reviewed by 30/09/2007
Print version 2

The contents of this volume refer only to the Endorsed Components of SRC04 Community Recreation Industry Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Please refer to the following page for details of other volumes in this Training Package.

This volume contains:
Volume 3 Generic Units of Competency

Associated Community Recreation Training Package volumes contain:
**Volume 1 Qualifications Framework, Units of Competency Preamble, Assessment
Guidelines, Mapping Tables**
Volume 2 Generic Units of Competency
Volume 4 Generic Units of Competency
Volume 5 Community Recreation Specific Units of Competency

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Level 11, AMP Place

10 Eagle Street

BRISBANE, QLD 4000

Phone: (07) 3246 2300 Fax: (07) 3246 2490

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Published by: Australian Training Products Ltd

Level 25, 150 Lonsdale St

Melbourne 3000

Phone: +61 3 96550600 Fax: +61 3 9639 4684

www.atpl.net.au e-mail: sales@atpl.net.au

First published: November, 2004

Stock Code Number: ATP12380D

ISBN: 0 642 80454 0

SRC04 Community Recreation Industry Training Package

Printed by: Document Printing Australia

AESharenet Code: Ffe

Print Version No: 2

Release Date: 13 September 2006

Contents of the Community Recreation Industry Training Package

Volume 1 Units of Competency Preamble Assessment Guidelines Qualifications Framework Mapping Tables	Volume 2 Generic Units of Competency	Volume 3 Generic Units of Competency
	Volume 4 Generic Units of Competency	Volume 5 Community Recreation Specific Units of Competency

SUMMARY OF AQF QUALIFICATIONS IN COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE — SRC04

Code	Title
SRO10106	Certificate I in Sport and Recreation
SRC10206	Certificate I in Community Recreation
SRO20106	Certificate II in Sport and Recreation
SRC20206	Certificate II in Community Recreation
SRO30106	Certificate III in Sport and Recreation
SRC30206	Certificate III in Community Recreation
SRO40106	Certificate IV in Sport and Recreation
SRC40206	Certificate IV in Community Recreation
SRO50106	Diploma of Sport and Recreation
SRO50406	Diploma of Facility Management
THT50203	Diploma of Event Management
SRO60106	Advanced Diploma of Sport and Recreation

SUMMARY MAPPING OF COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE (SRC04) TO NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE (SRC01)

Code	Relate to	Nature of Relationship
SRC10206	Replaces SRC10201	Change in unit content and packaging of units
SRC20206	Replaces SRC20201	Change in unit content and package of units, inclusion of fitness specific units of competency from SRF20201 Certificate II in Fitness
SRC30206	Replaces SRC30201 and SRC30301	Merged Certificate III in Community Recreation and Certificate III in Community Recreation (Instruct). Change in unit content and packaging of units
SRC40206	Replaces SRC40201	Change in unit content and packaging of units
-	Deleted SRC50201	Transferred Community Recreation specific units of competency to SRO50404 Diploma of Facility Management
SRO10106	Replaces SRO10199	Change in unit content and packaging of units
SRO20106	Replaces SRO20199	Change in unit content and packaging of units
SRO30106	Replaces SRO30199	Change in unit content and packaging of units
SRO40106	Replaces SRO40199	Change in unit content and packaging of units
SRO50106	Replaces SRO50199	Change in unit content and packaging of units
SRO50406	New qualification	Not applicable
SRO60106	Replaces SRO60199	Change in unit content and packaging of units
THT50203	Imported qualification	Not applicable

IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.insportandrecreation.net>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which displays only current information: <http://www.ntis.gov.au>

MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of units of competency and qualification information (<http://www.ntis.gov.au>).

Training Package	Version	Release Date	Authorisation	Comments
SRC04	2	13 September 2006	NQC	- Repackaging of ALL SRC qualifications. Core BSB and ICAITU units moved to the elective stream, where appropriate - Inclusion of the Units of Competency from TAA04 to replace the BSZ98 Training and Assessment units
SRC04	1	24 September 2004	NTQC	Primary release
SRC01	1.00	17 January 2001	NTQC	Primary release

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FRONT LINE MANAGEMENT

FLM

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BSBFLM501A	MANAGE PERSONAL WORK PRIORITIES AND PROFESSIONAL DEVELOPMENT
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFM501A Manage personal work priorities and professional development.

Frontline management is responsible for managing their own performance and professional development. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Establish personal work goals	1.1 Personal qualities and performance serve as a positive role model in the workplace 1.2 Personal work goals and plans reflects the organisation's plans, personal plans, responsibilities and accountabilities 1.3 Action is taken to achieve and extend personal goals beyond those planned 1.4 Consistent personal performance is measure and maintained in varying work conditions and work contexts
2 Set and meet own work priorities	2.1 Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives 2.2 Technology is used efficiently and effectively to manage work priorities and commitments
3 Develop and maintain professional competence	3.1 Personal knowledge and skills are assessed against the competency standards to determine development needs and priorities 3.2 Feedback from clients and colleagues is used to identify and develop ways to improve competence 3.3 Management development opportunities suitable to personal learning style(s) are selected and used to develop competence 3.4 Participation in professional networks and associations enhances personal knowledge, skills and relationships 3.5 New skills are identified and developed to achieve and maintain a competitive edge

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Technology	may include • the systems (hardware and software) normally used by frontline management in their workplace to carry out their roles and responsibilities
Competency standards	include • industry-wide or enterprise specific and be consistent with Australian Qualifications Framework Level 5 work requirements
Clients and colleagues	may be • internal or external and may include team members, colleagues at the same level and more senior managers and may include people from a wide range of social, cultural and ethnic backgrounds. They will usually be from a wider spread of the organisation than at Australian Qualifications Framework Level 4
Management development	may include • mentoring • action learning • coaching, shadowing • exchange/rotation • structured training programs
Occupational Health and Safety considerations	may include • maintaining knowledge of Occupational Health and Safety legislation, principles and practice within context of organisation's operations and plans • inclusion of Occupational Health and Safety in personal work priorities within context of organisation

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage personal work priorities and professional development • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare personal work plan ○ establish personal work priorities ○ assess own performance ○ identify and act on own management development needs
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following units(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM506A Manage workplace information system ○ BSBFLM511A Develop a workplace learning environment
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Principles and techniques of ▪ personal goal setting ▪ measuring performance ▪ time management ▪ identifying personal behaviour, self awareness, personality traits ▪ establishing a personal development plan ○ The organisation's policies, plans and procedures ○ The types of work methods and practices which can improve personal performance ○ The types of learning style(s) and how they relate to the individual ○ The management development opportunities and options for self • Required skills ○ Functional literacy skills to interpret written and oral information about workplace requirements ○ Communication skills including receiving and analysing feedback and reporting ○ Researching information to develop personal and work plans ○ Eliciting, analysing and interpreting feedback ○ Analysing culturally different viewpoints and taking them into account in personal and work plans ○ Monitoring workplace trends related to work role and responsibilities

	○ Using information systems to assist establish work plans ○ Assessing the effectiveness of own management development ○ Developing and maintaining professional networks ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To measure self performance • Communicating ideas and information - To consult with members of work team and professionals network • Planning and organising activities - To use for setting own priorities • Working with teams and others - Using professional networks to aid professional development • Using mathematical ideas and techniques - As an aid to measure and plan personal goals • Solving problems - As an aid to self development • Using technology - To aid effective communication Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM502A	PROVIDE LEADERSHIP IN THE WORKPLACE
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI502A Provide leadership in the workplace.

Frontline management has an important role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements 1.2 Management performance and behaviour serves as a role model for others 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2 Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business 2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels 2.3 Personal performance contributes to developing an organisation which has integrity and credibility
3 Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded 3.3 Ideas and information receive the acceptance and support of colleagues
4 Make informed decisions	4.1 Information relevant to the issue(s) under consideration is gathered and organised 4.2 Individuals/teams participate actively in the decision making processes 4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action 4.4 Decisions are timely and communicated clearly to individuals/teams 4.5 Plans to implement the decisions are prepared and agreed by relevant individuals/teams 4.6 Feedback processes are used effectively to monitor the implementation and impact of the decisions

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework Level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's ability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Organisation's requirements	will be • expressed in written documentation and orally • expressed in terms of goals, plans, processes and procedures • the requirements also include the culture and standards demonstrated by the organisation
The organisation's standards and values	will be • stated or implied by the way the organisation conducts its business
Colleagues	may include • team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at Australian Qualifications Framework Level 4
Feedback processes	may be • formal or informal and may be from internal or external sources
Occupational Health and Safety considerations	may include • establish and maintain framework for Occupational Health and Safety system • demonstrate leadership in Occupational Health and Safety practice and ethical standard • Occupational Health and Safety hazard identification, risk assessment and control approaches are demonstrated in decisions

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to provide leadership in the workplace • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm ○ display high standards of leadership ○ demonstrate a positive influence on others ○ use effective consultative processes ○ make soundly researched decisions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM501A Manage personal work priorities and professional development ○ BSBFLM503A Establish effective workplace relationships ○ BSBFLM504A Facilitate work teams ○ BSBFLM506A Manage workplace information system
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ The principles and techniques associated with ▪ leading people ▪ preparing performance plans ▪ establishing key performance indicators ▪ influencing others ▪ establishing effective consultative processes ▪ making decisions ○ The characteristics of a positive role model ○ The types of actions which uphold the organisation's image • Required skills ○ Functional literacy skills to use written and oral information about workplace requirements ○ Communication skills including receiving and analysing feedback and reporting ○ Accessing and interpreting the organisation's standards and values ○ Research and analytical skills to interpret data ○ Planning and organising skills to meet work priorities ○ Monitoring and introducing practices to improve work performance ○ Being a positive influence on colleagues ○ Using information systems to advantage

	○ Using feedback to achieve positive outcomes ○ Use coaching and mentoring skills to provide support to colleagues ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency require access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To develop Key Performance Indicators • Communicating ideas and information - With individuals and members of work team • Planning and organising activities - To establish work plans • Working with teams and others - To implement and monitor performance • Using mathematical ideas and techniques - As an aid to measure and plan goals • Solving problems - As part of the decision making processes • Using technology - To aid effective management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM503A	ESTABLISH EFFECTIVE WORKPLACE RELATIONSHIPS
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI503A Establish and manage effective workplace relationships.

Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources 1.2 The method(s) used to communicate ideas and information is appropriate to the audience 1.3 Communication takes into account social and cultural diversity 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches
2 Develop trust and confidence	2.1 People are treated with integrity, respect and empathy 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment
3 Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation 3.3 Action is taken to maintain the effectiveness of workplace relationships
4 Manage difficulties to achieve positive outcomes	4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance 4.2 Colleagues receive guidance and support to resolve their work difficulties 4.3 Poor work performance is managed within the organisation's processes 4.4 Conflict is managed constructively within the organisation's processes 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework Level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyse the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation of the department's annual operational plan
Frontline management at the level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Sources of information	may be • internal or external • print or non-print
The organisation's social, ethical and business standards	refers to • those relevant to frontline management's work activities • they may be written or oral, stated or implied
Colleagues	may include • team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic background. This will usually be from a wider spread of the organisation than at Australian Qualifications Framework Level 4
Customers and suppliers	would typically be from • internal sources, although there may be some limited external contact
Networks	may be • internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements
Guidance and support	may be • provided by frontline management or arranged from alternative internal or external sources
Occupational Health and Safety considerations	may include • Occupational Health and Safety practice as an ethical standard as well as legislative requirement • organisation's responsibilities to customers and suppliers • adjust communication and Occupational Health and Safety approach to cater for social and cultural diversity

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to establish effective workplace relationships • Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment • In particular, assessment must confirm ○ establish and maintain positive work relationships ○ develop trust and confidence ○ access and analyses information to achieve planned outcomes ○ resolve problems and conflicts effectively and efficiently
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM504A Facilitate work teams
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ The principles and techniques associated with ▪ developing trust and confidence ▪ consistent behaviour in work relationships ▪ identifying the cultural and social environment ▪ identifying and assessing interpersonal styles ▪ establishing networks ▪ problem identification and resolution ▪ handling conflict ▪ managing poor work performance ○ Managing relationships to achieve planning responsibilities ○ Monitoring and introducing ways to improve work relationships ○ Contributing to the elimination of discrimination/bias • Required skills ○ Functional literacy skills to access and use workplace information ○ Communication skills including researching, analysing and interpreting information from a variety of people, reporting ○ Responding to unexpected demands from a range of people ○ Using consultative processes effectively ○ Forging effective relationships with internal and/or external people ○ Gaining the trust and confidence of colleagues ○ Dealing with people openly and fairly ○ Using coaching and mentoring skills to provide support to colleagues

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of the unit

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	3	3	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To support work responsibilities • Communicating ideas and information - With individuals and members of work team • Planning and organising activities - In building networks • Working with teams and others - To assist improve their performance • Using mathematical ideas and techniques - To use appropriate calculations to resolve problems • Solving problems - As an aid to decision making • Using technology - To assist in the management information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM504A	FACILITATE WORK TEAMS
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI504A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Participate in team planning	1.1 The manager assists the team establish its purposes, roles, responsibilities and accountabilities within the organisation's goals, plans and objectives 1.2 The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes 1.3 The manager encourages the team to use the competencies of each member for team and individual benefit
2 Develop team commitment and cooperation	2.1 The manager assists the team to use open communication processes to obtain and share information 2.2 The team makes decisions in accordance with its agreed roles and responsibilities 2.3 The manager supports the team to develop mutual concern and camaraderie
3 Manage and develop team performance	3.1 The results achieved by the team contribute positively to the organisation's business plans 3.2 The manager encourages the team to exploit innovation and initiative 3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals 3.4 Team members share and enhance their knowledge and skills
4 Participate in and facilitate the work team	4.1 Team members participate actively in team activities and communication processes 4.2 Individuals and teams are actively encouraged to take individual and joint responsibility for their actions 4.3 The team receives support to identify and resolve problems which impede its performance

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all level of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
The manager	may • adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor
Teams	may be • one or a mixture of on-going, work-based, project-based, task specific or cross-functional. Teams may include ○ full time employees ○ contractors ○ part time employees
The organisation's goals, plans and objectives	refers to • those relevant to frontline management's work activities and to the teams in which frontline management is involved
Competencies	refer to • the abilities of the team members and may be formally recognised or not formally recognised • they may be industry-wide, enterprise specific or individual specific
Knowledge and skill development	may take place through a variety of methods including • coaching • mentoring • exchange/rotation • shadowing • action learning • structured training programs
Occupational Health and Safety considerations	may include • establish and maintain participative arrangements • information to team about Occupational Health and Safety policies, procedures and practices

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to facilitate work teams • Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment • In particular, assessment must confirm ○ provide leadership to team ○ contribute positively to team performance ○ provide coaching and mentoring support
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM503A Establish effective workplace relationships ○ BSBFLM506A Manage workplace information system ○ BSBFLM511A Develop a workplace learning environment
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ The principles and techniques associated with ▪ the organisation of teams ▪ team goals setting ▪ developing responsibility/accountability to teams ▪ team dynamics ▪ conflict resolution ▪ gaining team commitment ▪ monitoring and assessing team performance ○ Gain team commitment to the organisation's goals, values and plans ○ The forms of bias/discrimination and how to deal with them • Required skills ○ Functional literacy skills to access and use workplace information ○ Assessing the competence of the team ○ Facilitating the participation of team members ○ Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives ○ Facilitating team development and improvement ○ Assessing competency development requirements ○ Gaining the trust and confidence of colleagues ○ Dealing with people openly and fairly ○ Using coaching and mentoring skills to provide support to colleagues

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To assist team planning • Communicating ideas and information - With members of work team • Planning and organising activities - In association with team • Working with teams and others - To achieve team goals • Using mathematical ideas and techniques - To assist the development of team plans • Solving problems - To assist team performance • Using technology - To assist the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM505A	MANAGE OPERATIONAL PLAN
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI505A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan 1.3 Key performance indicators are developed within operational plans 1.4 Contingency plans are prepared in the event that initial plans need to be varied
2 Acquire resources	2.1 Employees are recruited and inducted within the organisation's human resource management policies and practices 2.2 Physical resources and services are acquired in accord with the organisation's policies, practices and procedures
3 Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5 frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Resources	may include • people • power/energy • technology • time • information • finance • equipment • buildings/facilities
Operational plans	are • the tactical/operational plans developed by the department/section to detail product/service performance
The organisation's policies, practices and procedures	are • those which govern the acquisition of resources, eg, the purchase of equipment
Colleagues and specialist resource managers	may include • people at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at Australian Qualifications Framework Level 4
Designated persons/groups	may include • those who have the authority to make decisions and/or recommendations about varying operations
Occupational Health and Safety considerations	may include • provision of information about Occupational Health and Safety and the organisation's Occupational Health and Safety policies, procedures and programs • employee induction • key performance indicators include Occupational Health and Safety • systems, procedures and records • organisation's procedures for dealing with hazardous events

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to manage operational plan - Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment - In particular, assessment must confirm the ability to - produce short term plans for department/section - plan, acquire and use resources - monitor and adjust operational performance - report performance
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBFLM502A Provide leadership in the workplace - BSBFLM503A Establish effective workplace relationships - BSBFLM504A Facilitate work teams - BSBFLM506A Manage workplace information system - BSBMGT505A Ensure and safe workplace - BSBFLM509A Promote continuous improvement
Required knowledge and skills	- Required knowledge - Relates to the essential knowledge and understanding a person needs to perform work to the required standard - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - The principles and techniques of - planning operations - resource planning - resource management systems - budgeting and financial analysis and interpretation - monitoring performance - reporting performance - problem identification and resolution - Alternative approaches to improving resource usage and eliminating resource inefficiencies and waste - Ways of supporting individuals/teams who have difficulty in performing to the required standard - Required skills - Functional literacy skills to access and use workplace information - Maintaining a safe workplace and environment - Accessing and using established systems and processes - Using coaching and mentoring skills to provide support to colleagues

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To acquire information for planning • Communicating ideas and information - To share information with members of work team • Planning and organising activities - To plan resource usage • Working with teams and others - To achieve planning outcomes • Using mathematical ideas and techniques - To carry out calculations associated with resource usage • Solving problems - To attend to unsatisfactory performance • Using technology - To assist the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM506A	MANAGE WORKPLACE INFORMATION SYSTEMS
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI506A Manage workplace information.

Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/organisation's performance. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and source information needs	1.1 The information needs of the teams is determined and the sources identified 1.2 Information held by the organisation is acquired and reviewed to determine suitability and accessibility 1.3 Plans are prepared to obtain information which is not available/accessible within the organisation
2 Collect, analyse and report information	2.1 Collection of information is timely and relevant to the needs of teams 2.2 Information is in a format suitable for analysis, interpretation and dissemination 2.3 Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired
3 Use management information systems	3.1 Management information systems are used effectively to store and retrieve data for decision making 3.2 Technology available in the work area is used to manage information effectively 3.3 Recommendations for improving the information system are submitted to designated persons/groups
4 Prepare business plan/budgets	4.1 Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes 4.2 Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements 4.3 Contingency plans are prepared in the event that alternative action is required
5 Prepare resource proposals	5.1 Resource planning data is collected in consultation with colleagues , including those who have a specialist role in resource management 5.2 Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements 5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes

Range 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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation of the department's annual operational plan
Frontline managers at this level will normally operate in diverse and complex workplace environments	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Information	may be • available in writing or verbally • held in a computer or in manual systems • available internally or externally
Technology	will be • that readily available in the workplace and be appropriate to frontline management's roles and responsibilities
Designated persons/groups	includes • those who have the authority to make decisions and/or recommendations about information systems
Resources	may include • people • buildings/facilities • power/energy • information • equipment • finance • technology • time
Colleagues	may include • team members • employees at the same level or more senior managers • people from a wide variety of social, cultural and ethnic backgrounds. This will normally be a wider group of contacts than at Australian Qualifications Framework Level 4.
Occupational Health and Safety considerations	may include • provision of information about Occupational Health and Safety and the organisation's Occupational Health and Safety policies, procedures and programs • inclusion of Occupational Health and Safety in business plans • resources proposals address Occupational Health and Safety

The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage workplace information systems • Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ access, use and communicate workplace information ○ provide feedback on how to improve the management information system ○ researches and prepares financial and resource plans/proposals
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM505A Manage operational plan ○ BSBFLM507A Manage quality customer service ○ BSBMGT505A Ensure a safe workplace ○ BSBFLM509A Promote continuous improvement
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ The principles and techniques of ▪ workplace information systems ▪ business plans/budgets ▪ resource proposals ○ The basic financial concepts in business plans/budgets ○ The methods to gain efficiencies in resource management • Required skills ○ Functional literacy skills to access and use workplace information ○ Communication skills including information collection, analysis and interpretation and reporting ○ Identifying information requirements of the team ○ Managing information to achieve goals and results ○ Researching information ○ Improving information usage in decision making ○ Preparing information in a format for use by colleagues ○ Using coaching and mentoring skills to provide support to colleagues ○ Accessing technology to extract/input information ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To contribute to the team's information needs • Communicating ideas and information - With individuals and members of work team • Planning and organising activities - Use of the management information system • Working with teams and others - To collect and prepare budget information • Using mathematical ideas and techniques - To make budget calculations • Solving problems - To access information not available in the organisation • Using technology - To assist the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM507A	MANAGE QUALITY CUSTOMER SERVICE
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI507A Manage quality customer service.

Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Plan to meet internal and external client requirements	1.1 The needs of clients are researched, understood and assessed and included in the planning process 1.2 Provision is made in plans to achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services	2.1 Products/services are delivered to customer specifications within the team's business plan 2.2 Team performance consistently meet quality, safety, resource and delivery standards 2.3 Coaching and mentoring assists colleagues overcome difficulty in meeting client service standards
3 Monitor, adjust and report client service	3.1 The organisation's systems and technology are used to monitor progress in achieving products/service targets and standards 3.2 Customer feedback is sought and used to improve the provision of products and services 3.3 Resources are used effectively and efficiently to provide quality products/services to customers 3.4 Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups 3.5 Records, reports and recommendations are managed within the organisation's systems and processes

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with a group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purpose, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at the level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Customers	may be • internal or external • drawn from existing or new sources
Technology	will be • that readily available in the workplace • appropriate to frontline management's roles and responsibility
Resources	may include • people • power/energy • information • finance • buildings/facilities • equipment • technology • time
Designated individuals/groups	include • those who have authority to adjust plans
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of all aspects affecting the delivery and maintenance of quality products/services in a diverse and complex workplace - Assessment of performance should be over a period of time covering all categories of the clients and delivery/maintenance considerations within the Range Statements and categories of resources and reports that are applicable in the learners work environment - In particular, assessment must confirm the ability to - prepare plans to meet customers needs - provide quality service consistently - review and improve services following feedback - report outcomes of customer service
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following units(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBFLM502A Provide leadership in the workplace - BSBFLM504A Facilitate work teams - BSBFLM506A Manage workplace information system - BSBMGT505A Ensure a safe workplace - BSBFLM509A Promote continuous improvement
Required knowledge and skills	- Required knowledge - Relates to the essential knowledge and understanding a person needs to perform work to the required standard - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - The organisation's policies and procedures for dealing with customers - The principles and techniques of - researching customers needs - customers relations - customer behaviour - problem identification and resolution - maintaining product/service quality - Required skills - Functional literacy skills to access and use workplace information - Communication skills including researching and analysing information and reporting - Planning and organising skills to meet work priorities - Work effectively in and with teams/groups - Problem-solving skills to deal with complex and non-routine difficulties - Select and use technology skills at the appropriate level - Use coaching and mentoring skills to provide support to colleagues

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Contexts for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Level at the end of this unit

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	3	3	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To be used in planning to meet customer needs • Communicating ideas and information - With customers • Planning and organising activities - To achieve customer specifications • Working with teams and others - To provide quality service to customers • Using mathematical ideas and techniques - To calculate the outcomes of adjustments to customer service • Solving problems - To identify and resolve deficiencies in customer service • Using technology - To assist the management of customer information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM509A	PROMOTE CONTINUOUS IMPROVEMENT
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI509A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority 1.2 The organisation's continuous improvement processes are communicated to individuals/teams 1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes
2 Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved 2.2 Customer service is strengthened through the use of continuous improvement techniques and processes 2.3 Plans are adjusted and communicated to those who have a role in their development and implementation
3 Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Work performance is documented and the information is used to identify opportunities for further improvement 3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualifications Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth the principles and techniques of performance management • transfer and apply theoretical concepts with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Technology	will be • readily available in the workplace • appropriate to frontline management's roles and responsibilities
Customer service	may be • internal or external • to existing or new clients
Occupational Health and Safety considerations	may include • implement and monitor participative arrangements for the management of Occupational Health and Safety legislation • delegation and reporting complies with requirements of Occupational Health and Safety legislation • the continuous improvement processes of any Occupational Health and Safety management system are established and maintained
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of implementing, monitoring and adjusting continuous improvement systems and processes in the work environment - Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learners environment - In particular, assessment must confirm the ability to - adjust plans, processes and procedures to improve performance - support others to implement the continuous improvement system/processes - identify opportunities for further development
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBFLM502A Provide leadership in the workplace - BSBFLM504A Facilitate work teams - BSBFLM505A Manage operational plan - BSBFLM507A Manage quality customer service - BSBMGT505A Ensure a safe workplace - BSBFLM510A Facilitate and capitalise on change and innovation - BSBFLM511A Develop a workplace learning environment
Required knowledge and skills	- Required knowledge - Relates to the essential knowledge and understanding a person needs to perform work to the required standard - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - The principles and techniques associated with - continuous improvement systems and processes - benchmarking - best practice - The benefits of continuous improvement - The quality approaches which the organisation may implement - The methods that can be used in continuous improvement - The barriers to continuous improvement - The organisation's recording, reporting and recommendation processes to facilitate continuous improvement - Required skills - Functional literacy skills to access and use workplace information - Communication skills including researching, analysing and interpreting information from a variety of people and reporting - Monitoring and evaluating systems, processes and procedures - Gaining the commitment of individuals/teams to continuous improvement - Consolidating opportunities for improvement

	○ Dealing with people openly and fairly ○ Using consolidation skills effectively ○ Using coaching and mentoring skills to provide support to colleagues ○ Ability to relate to people from a range of social, cultural and ethnic background and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Level at the end of this unit

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	3	3	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To be used in continuous improvement processes • Communicating ideas and information - To individuals and work team about the organisation's continuous improvement processes • Planning and organising activities - For arranging continuous improvement program • Working with teams and others - To gain team feedback on further improvement initiatives • Using mathematical ideas and techniques - To complete calculations associated with work improvement • Solving problems - As an aid to investigating problems with introducing improvements • Using technology - To assist the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM510A	FACILITATE AND CAPITALISE ON CHANGE AND INNOVATION
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSBFMI510A Facilitate and capitalise on change and innovation.

Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the client benefits through improved products and services. At this level, work normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range a problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Participate in planning the introduction of change	1.1 The manager contributes effectively in the organisation's planning processes to introduce change 1.2 Plans to introduce change are made in consultation with designated individuals/groups 1.3 The organisation's objectives and plans to introduce change are explained clearly to individuals/teams
2 Develop creative and flexible approaches and solutions	2.1 Alternative approaches to managing workplace issues and problems are identified and analysed 2.2 Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation 2.3 The workplace is managed in a way which promotes the development of innovative approaches and outcomes 2.4 Creative and responsive approaches to resource management improves productivity and services and/or reduces costs
3 Manage emerging challenges and opportunities	3.1 Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities 3.2 Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively 3.3 The manager uses opportunities within his or her responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation 3.4 Individuals/teams are kept informed of progress in the implementation of change 3.5 Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunities, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualification Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes. For example reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Manager	refers to • a person with frontline management roles and responsibilities regardless of their title or their position
Designated individuals/groups	includes • those who have a stake in the change and innovation
Occupational Health and Safety considerations	may include • provision of information about Occupational Health and Safety in context of change and the organisation's Occupational Health and Safety policies, procedures and programs • implement and monitor participative arrangements for management of Occupational Health and Safety in context of change • Occupational Health and Safety hazard identification, risk assessment and control • implement procedures for dealing with hazardous events
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of designing, coordinating and facilitating a change process in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's work environment • In particular, assessment must confirm the ability to ○ identify opportunities to improve performance in consultation with appropriate individuals/groups ○ develop flexible and creative approaches and strategies to introduce and manage change and innovation ○ assess risks associated with the introduction of change ○ provide coaching and mentoring support to facilitate change
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM504A Facilitate work teams ○ BSBFLM505A Manage operational plan ○ BSBFLM509A Promote continuous improvement
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ The principles and techniques associate with ▪ managing change and innovation ▪ assessing risks ○ The management styles which facilitate change ○ The organisation's processes and procedures to plan and introduce change ○ The sources of change and how they impact on the organisation ○ The factors which lead/cause resistance to change • Required skills ○ Functional literacy skills to access and use workplace information ○ Communication skills including researching and analysing information, reporting ○ Influencing the organisation's culture so that it is receptive to change and innovation ○ Monitoring trends in the internal and/or external environment ○ Responding positively to new situations/challenges ○ Evaluating alternative proposals for change ○ Drawing on the diversity of the workplace to assist the organisation benefit from change ○ Managing resistance to change ○ Gaining the trust and confidence of colleagues ○ Dealing with people openly and fairly

	○ Using consultation skills effectively ○ Using coaching and mentoring skills to provide support to colleagues ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical assessment - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for performance	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To obtain information about the change processes • Communicating ideas and information - To individuals and team members about the impending changes • Planning and organising activities - To introduce change • Working with teams and others - To engage in the change • Using mathematical ideas and techniques - To make calculations associated with implementing change • Solving problems - To address difficulties arising from the changes • Using technology - To assist in the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBFLM511A	DEVELOP A WORKPLACE LEARNING ENVIRONMENT
FLM	Front line management

DESCRIPTION: This unit is equivalent to the original unit BSXFMI511A Contribute to the development of a workplace learning environment.

Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

ELEMENT	PERFORMANCE CRITERIA
1 Create learning opportunities	1.1 Workplace environments which facilitate learning are developed and supported 1.2 Learning plans are developed as an integral part of individual/team performance plans 1.3 Learning plans reflect the diversity of needs and learning opportunities 1.4 Individual/team access to, and participation in, learning opportunities is facilitated 1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance
2 Facilitate and promote learning	2.1 Workplace activities are used as opportunities for learning 2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes 2.3 The benefits of learning are shared with others in the team/organisation 2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards
3 Monitor and improve learning effectiveness	3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support 3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements 3.3 Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning 3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
At Australian Qualification Framework level 5, frontline management will normally be engaged in a workplace context	where they • engage in tactical and operational planning within the organisation's strategic plans, eg, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters, eg, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes, eg, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas, eg, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, eg, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements, eg, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and developed strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes, eg, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally be operate in a relatively diverse and complex workplace environment	in which they use the organisation's • goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards

They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Training and development specialists	may be • mentoring • action learning • coaching • shadowing • exchange/rotation
Occupational Health and Safety considerations	may include • implement and monitor the organisation's procedures for providing Occupational Health and Safety training • learning plans include Occupational Health and Safety • training records include Occupational Health and Safety
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of developing a learning environment in the workplace • Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ facilitate the development of a learning environment ○ identify workplace activities which facilitate learning ○ negotiate learning arrangements with training and development specialists ○ provide coaching and mentoring support
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBFLM501A Manage personal work priorities and professional development ○ BSBFLM502A Provide leadership in the workplace ○ BSBFLM505A Manage operational plan ○ BSBFLM507A Manage quality customer service ○ BSBMGT505A Ensure a safe workplace
Required knowledge and skills	• Required knowledge ○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti- discrimination ○ The principles and techniques associated with ▪ adult learning ▪ establishing a learning environment ▪ work based learning ▪ structuring learning • Required skills ○ Functional literacy skills to access and use workplace information ○ Identifying learning needs ○ Developing learning plans ○ Selecting and using workplace which is conducive to learning ○ Negotiating learning arrangements with training and development specialists ○ Encouraging colleagues to share their knowledge and skills ○ Using coaching and mentoring to support learning ○ Evaluating the effectiveness of learning ○ Gaining the trust and confidence of colleagues ○ Dealing with people openly and fairly ○ Using consultation skills effectively

	○ Ability to relate from a range of social, cultural and ethical backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit

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	3	3	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To assemble information about learning options • Communicating ideas and information - To convey learning opportunities to individuals/teams • Planning and organising activities - To develop learning plans • Working with teams and others - To promote the development of a learning culture • Using mathematical ideas and techniques - To compile financial data about learning arrangements • Solving problems - As an aid to resolving difficulties with competency development • Using technology - To assist in the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBMGT505A	ENSURE A SAFE WORKPLACE
FLM	Front line management

DESCRIPTION: This unit has been adapted from Generic Competency C in the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC:7025 (1998) 2nd edition].

It is relevant for those with managerial responsibilities, either as an owner or employee manager, of a business.

The unit is concerned with establishing, maintaining and evaluating the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area in accordance with Occupational Health and Safety legal requirements. All those who have (or are likely to have) a management responsibility for Occupational Health and Safety should undertake this unit.

ELEMENT	PERFORMANCE CRITERIA
1 Establish and maintain an Occupational Health and Safety system	1.1 Occupational health and safety policies are developed which clearly express the organisation's commitment to implement relevant Occupational Health and Safety legislation in the enterprise 1.2 Occupational Health and Safety responsibilities for all workplace personnel are defined to allow implementation of Occupational Health and Safety policies, procedures and programs 1.3 Financial and human resources for the effective operation of the Occupational Health and Safety system are identified and provided 1.4 Information on the Occupational Health and Safety system and its operational procedures is provided and explained to employees
2 Establish and maintain participative arrangements for the management of Occupational Health and Safety	2.1 Participative arrangements are established and maintained with employees and their representatives in accordance with relevant Occupational Health and Safety legislation 2.2 Issues raised through participative arrangements and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution 2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees promptly
3 Establish and maintain procedures for identifying hazards, and assessing and controlling risks	3.1 Procedures for ongoing hazard identification and assessment and control of associated risks are developed 3.2 Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3 Procedures for selection and implementation of risk control measures in accordance with the hierarchy of control are developed and maintained 3.4 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and resources enabling implementation of new measures are provided promptly

4 Establish and maintain a quality Occupational Health and Safety management system	4.1 An Occupational Health and Safety induction and training program is developed and provided for all employees as part of the organisation's training program 4.2 A system for <i>Occupational Health and Safety record keeping</i> is established and maintained to allow identification of patterns of occupational injury and disease in the organisation 4.3 Measurement and evaluation of the Occupational Health and Safety system is undertaken in line with the organisation's Quality Systems' framework 4.4 Improvements to the Occupational Health and Safety system are developed and implemented to achieve organisational Occupational Health and Safety objectives 4.5 Compliance with the Occupational Health and Safety legislative framework is assessed to ensure that legal Occupational Health and Safety standards are maintained as a minimum

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety legislation will depend on state and territory legislation and requirements	and will include • common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in work area • requirements for establishment of consultative arrangements including those for health and safety representatives and Health and Safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control and emergency and evacuation procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Establishment and maintenance of arrangements for management of Occupational Health and Safety in the organisation	may include • obtaining expert Occupational Health and Safety advice as required • consultation • designing safe operations and systems of work • provision of information and training • specific hazard management policies and procedures for ○ hazards reporting by employees ○ hazard identification ○ assessment of risks associated with identified hazards • control of risks in accordance with the hierarchy of control namely ○ elimination ○ engineering ○ administration ○ personal protective equipment ○ workplace inspections including plant and equipment ○ Occupational Health and Safety records' maintenance and analysis ○ housekeeping and storage ○ purchasing of supplies and equipment ○ issue resolution

	○ counselling/disciplinary processes
Organisational health and safety record-keeping	may relate to • audit and inspection reports • workplace environmental monitoring records • consultation, eg, meetings of Health and Safety Committees, work group meeting agendas including Occupational Health and Safety items and actions • induction, instruction and training • manufacturer's and supplier's information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of establishing, maintaining and evaluating the organisation's Occupational Health and Safety policies, procedures and programs • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ give detailed knowledge and application of all relevant Occupational Health and Safety legislative frameworks ○ demonstrate the principles and practice of effective Occupational Health and Safety management in a small, medium or large business ○ demonstrate the establishment and maintenance of arrangements for managing Occupational Health and Safety within the organisations' business systems and practices ○ demonstrate identification of intervention points for expert Occupational Health and Safety advice ○ give detailed knowledge of workforce characteristics and how they impact on the design and maintenance of Occupational Health and Safety in the organisation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Understanding the principles and practices of effective Occupational Health and Safety management ○ Understanding of the application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) ○ Knowledge of relevant Occupational Health and Safety legislative frameworks ○ Understanding the principles and techniques associated with modelling safe work practices, hazard identification and risk management ○ Knowledge of how to develop and promote a safety culture ○ Understanding how to provide and arrange support so individuals/groups are competent to fulfil workplace requirements ○ Understanding the actual and potential workplace and environmental impact of non-conformance ○ Knowledge of facilitating incident investigation and process improvement

	○ Knowledge non-conformance reporting requirements ○ Prepare and negotiate reports and recommendations to improve safety ○ Knowledge of literacy levels and communication skills of work group members and consequent suitable communication techniques • Required skills ○ Ability to analyse the working environment in order to identify hazards, assess risks and control risks ○ Ability to analyse relevant workplace data in order to identify hazards, assess and control risks ○ Ability to analyse relevant workplace data in order to evaluate effectiveness of the Occupational Health and Safety management system ○ Functional literacy skills to access and use workplace information ○ Communication skills including researching and analysing information, reporting ○ Interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds ○ Problem-solving skills to deal with complex and non-routine difficulties ○ Team work skills to work effectively with teams/groups ○ Consultation skills to effectively consult with colleagues ○ Select and use technology skills at the appropriate level ○ Coaching and mentoring skills to provide support to colleagues ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context for assessment	• Competency is demonstrated by performance of all stated criteria including the Evidence Guide and the Range Statements applicable to the workplace • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To obtain information to advise colleagues of safety responsibilities • Communicating ideas and information - To resolve safety issues with work team • Planning and organising activities - To plan resource requirements • Working with teams and others - To consult on the control of risk • Using mathematical ideas and techniques - To calculate resource requirements • Solving problems - To investigate improved work methods • Using technology - To use computing systems to access safety information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CLIENT SERVICE

GCS

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BSBMGT501A	MARKET SERVICES AND CONCEPTS TO INTERNAL CUSTOMERS
GCS	Client service

DESCRIPTION: This unit covers internal marketing techniques to promote and sell internal service provision or a particular project or development which the manager has initiated. The unit could be of considerable value to persons undertaking BSBMGT608A Manage innovation and continuous improvement. It may also be of value to persons pursuing units in the human resource specialisation or project management, and opportunities for co-assessment could arise.

ELEMENT	PERFORMANCE CRITERIA
1 Interpret strategic and operational plans	1.1 Strategic and operational plans are analysed to identify improvement opportunities 1.2 Internal marketing strategies in place are analysed and reviewed 1.3 Relevant groups and individuals are consulted as appropriate on internal marketing issues 1.4 Internal marketing needs are clearly identified and documented 1.5 Requirements for specialist marketing advice are identified
2 Manage research activities	2.1 Research requirements are identified and documented 2.2 Research is undertaken in line with the specifications and options/strategies 2.3 Proposed options/strategies are evaluated with specialist marketing advice where required 2.4 Risk analyses and cost benefit analyses are proposed for each of the options/strategies 2.5 Options are assessed by relevant groups and individuals and decisions made as to the actions to be taken
3 Prepare internal marketing plans	3.1 Performance targets and objectives are established along with the criteria to be used in assessing the success of the plans 3.2 Price and quality specifications are developed for each product/service and benchmarking occurs where appropriate 3.3 The target market for each product/service is clearly identified 3.4 Networking with appropriate groups and individuals is built into the internal marketing plan 3.5 Internal marketing activities are scheduled as to both duration and timing 3.6 Implications for electronic commerce are identified and activities planned to meet electronic commerce requirements where relevant
4 Evaluate internal marketing plans	4.1 Implementation of the internal marketing plan is monitored, and relevant performance data collected 4.2 Data is analysed and interpreted to determine success of internal marketing plan 4.3 Early intervention occurs where objectives/targets are not being met or standards are not being adhered to 4.4 Data collected is valid, reliable and relevant in terms of cause/effect, and measured in the context of pre-agreed targets, objectives and timeframes 4.5 Timely reports are prepared on internal marketing performance, and disseminated to relevant groups and individuals 4.6 Improvements are introduced to ensure internal marketing plans meet the objectives

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
International marketing strategies	may include • internal advertising • newsletter • activity reports • policy manuals • induction programs • email • performance feedback
Relevant groups and individuals	means • all internal personnel who have an input to, or are a recipient of, the internal service or product, and/or those personnel whose work will be impacted by the concept proposed
Specialist marketing advice	may include • internal marketing expertise • external marketing expertise
Research	may include • surveys • focus groups • individual interviews • group interviews

Risk analyses	means the analysis of proposals/options to identify any threat (actual or potential) to a project or one of its constituent parts
Cost benefit analyses	means a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Benchmarking	means a process by which an organisation assesses its current best practices by comparing them with the best practices of other organisations
Networking	means - developing working relationships including building trust and understanding with colleagues - paying attention to individuals - using influence to guide the direction of the group rather than orders
Electronic commerce	refers to - business-to-business - business-to-consumer - government to business activities conducted via electronic communication methodologies and networks
The sport and recreation industry	- covers industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

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	• Assessment must confirm sufficient knowledge of marketing techniques to promote and sell internal service provision or a particular project or development which the manager has initiated • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ gather evidence from the emergence of the concept/idea/product/service to the point where it has been taken up or excluded by senior management ○ demonstrate the establishment of a clear link between market need and product/service development is an essential requirement of the evidence ○ show Occupational Health and Safety considerations which may include Options/strategies in relation to remote/isolated work and stress management
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Marketing principles and methodologies ○ Organisational plans and objectives ▪ strategic ▪ tactical ▪ operational ○ New developments and trends in their area of expertise ○ Specialist marketing advice available, internally and externally ○ Marketing competitors and potential allies ○ Electronic commerce methodologies • Required skills ○ Analytical skills to identify improvement opportunities in relation to the services/products you deliver internally or concepts/ideas in your area of expertise ○ Research skills to produce all information relevant to the needs of the internal customers for the particular type of service/product concepts ○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks ○ Networking skills to ensure support from key groups and individuals for concepts/ideas/products/services

	○ Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors ○ Communication and report writing skills to keep all internal customers informed of activities and developments ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To prepare an internal marketing plan • Communicating ideas and information - To senior managers and potential internal customers • Planning and organising activities - To assess the need for internal marketing • Working with teams and others - To evaluate internal marketing plans • Using mathematical ideas and techniques - To calculate and represent nit cost of products/services, or to cost a project • Solving problems - To ensure that internal marketing of ideas, products and services, continuously improves • Using technology - To present the idea or to allow internal customers to learn about the product on-line Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBMGT606A	MANAGE CUSTOMER FOCUS
GCS	Client service

DESCRIPTION: This unit covers planning at the tactical level, and the implementation of those plans, to ensure that business expansion and internal and external customer satisfaction levels are in keeping with business plans.

Consider co-assessment with BSBMGT604A Manage business operations.

ELEMENT	PERFORMANCE CRITERIA
1 Determine customer requirements	1.1 Opportunities are provided for customers and staff to provide feedback on existing products/services 1.2 The market is clearly identified in terms of past, present and potential customers 1.3 Research is commissioned to capture the needs of the market, including electronic commerce solutions 1.4 The market is provided with all relevant information about products/services supplies 1.5 Customer service standards and plans are developed from research, customer feedback and consultation with relevant individuals 1.6 Standards and plans clearly state quality, time and delivery specifications, and cost of products/services to be supplied 1.7 Specifications meet all legal and organisational requirements 1.8 Risk management plans have been implemented in relation to all products/services
2 Manage delivery of products and services to customers	2.1 Relevant groups and individuals have access to customer service standards and plans 2.2 Relevant groups and individuals are competent to deliver products/services to standards required 2.3 Products/services are delivered to standard required 2.4 Groups and individuals meet all customer service standards and plans 2.5 Performance improvement plans are developed and implemented where under-performance occurs or opportunity for improvement arises
3 Monitor and evaluate quality of customer service	3.1 Appropriate systems are developed and technology used to effectively monitor performance against targets and standards 3.2 Feedback is obtained in regard to customer satisfaction , on an on-going basis, and utilised to implement remedial action where necessary 3.3 Appropriate groups and individuals are consulted to identify activities to be undertaken to improve customer service 3.4 Continuous improvement strategies are built into future business plans of relevant groups and individuals 3.5 Reports are prepared and circulated to relevant groups and individuals for follow-up

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Electronic commerce	refers to • business-to-business, business-to-customer, government-to-business activities conducted via electronic communication methodologies and networks
Customer service standards and plans	may include • response times/delivery times • protocols • quality specifications
Risk management	means • the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Relevant groups and individuals	means • those persons who have a responsibility for the delivery of products/services to both external/internal customers
Appropriate systems	may include • quality management • customer feedback/response

Customer satisfaction	means the extent to which the product or service delivered matches the customer's expectations in regard to price, quality and value to them
The sport and recreation industry	- covers industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge for planning at the tactical level, and the implementation of those plans, internal and external customer satisfaction levels are in keeping with business plans • Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ have customers (either internal or external) and assessment should cover the whole customer service/quality assurance process ○ be actively involved in the development of customer service standards (clearly linked to the customer requirements) and clear evidence needs to be available of their effective oversight of the delivery of products and services to predetermined specifications and customer expectations ○ demonstrate Occupational Health and Safety considerations which may include ▪ review of standards, plans and specifications in terms of Occupational Health and Safety legislation (supplier, importer, etc) ▪ safe delivery of organisation's products/services ▪ systems for supply monitor Occupational Health and Safety performance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Marketing principles sufficient to communicate with marketing experts as necessary ○ Electronic commerce applications relevant to the organisation ○ Legal requirements to operate the organisation ○ Organisational policies, principles, codes and performance standards ○ Risk management ○ Performance management systems used in the organisation ○ Quality management systems • Required skills ○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input

	○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks ○ Performance measurement skills to develop and manage key performance indicators ○ Report writing skills to develop and disseminate information on customer service performance ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To develop customer service standards and plans • Communicating ideas and information - To consult groups and individuals about improvement to customer service • Planning and organising activities - To assess performance • Working with teams and others - To identify customer needs • Using mathematical ideas and techniques - To develop service standards, response times and measurement systems • Solving problems - To remove customer concerns • Using technology - To monitor performance against targets Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCSO01A	CREATE CLIENT RELATIONSHIP
GCS	Client service

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

This unit involves the knowledge and skills required when meeting and greeting clients to create a positive impression and to establish rapport with the client. This unit will apply to any initial client encounter, or repeated client encounters. This unit will also apply to production workers providing a limited range of services/products to internal clients.

ELEMENT	PERFORMANCE CRITERIA
1 Establish contact with clients	1.1 Create and maintain a welcoming client environment 1.2 Acknowledge and greet clients courteously and politely according to enterprise policies and procedures 1.3 Communicate with clients in a clear, concise and courteous manner 1.4 Demonstrate effective communication techniques 1.5 Establish a rapport/relationship with the client and express a genuine interest in client needs/requirements 1.6 Create an effective service environment through verbal and non-verbal presentation according to enterprise policies and procedures
2 Present a positive organisational image	2.1 Provide information to the public to maintain organisation's image and accountability 2.2 Establish and maintain professional ethics to enhance client commitment and build return client base 2.3 Demonstrate actions that are in keeping with the required organisational image

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
Clients	[all categories] • internal or external • superficial contact • clients with routine special requests • regular and new clients • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Communication techniques	[all categories] • active listening techniques • using open and/or closed questions • speaking clearly and concisely • using appropriate language and tone of voice • giving clients full attention • maintaining eye contact for face-to-face interactions • non-verbal communication - for face-to-face interactions, eg, body language, personal presentation • clear, legible writing
Enterprise policies and procedures	[all categories] • dress/uniform codes • organisational image • code of ethics • staff appearance and presentation • quality systems, standards and guidelines
Environment	[all categories] • face-to-face interactions • telephone enquiries • interactions with team members

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of communication techniques and organisation's products and services • Assessment of performance should be over a minimum of five (5) client encounters including a variety of clients and enquiries, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ create a welcoming client environment ○ create an effective service environment ○ build a return client base
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, procedures and protocols, in regard to meeting and greeting customers ○ Consumer law, environmental law, Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws specific to local government, state and federal legislation ○ Privacy legislation ○ Codes of Conduct ○ Relevant product knowledge and organisation standards • Required skills ○ Language skills which allow for adequate communication with the client ○ Literacy skills to the level required to acquire the required product knowledge ○ Numeracy skills to the level required to interpret the client requirements and meet their needs
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a real work environment with exposure to a minimum of five (5) real clients, representative of a normal client base ○ a variety of work related products and services • 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) must ○ be competent in this unit but preferably be competent in the unit at the level above ○ be current in their knowledge and understanding of the industry

	through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of clients and enquiries, this unit of competency must be assessed over a minimum of five (5) client encounters with a variety of clients and enquiries, in order to ensure consistency of performance over the Range Statements and contexts applicable to creating client relationships
Context for assessment	• This unit of competency must be assessed in the context of creating a client relationship with a range of real clients. For validity and reliability the assessment should occur in the workplace. The interactions should be representative of a realistic workday • This unit of competency should be assessed through the 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	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Developing a client database • Communicating ideas and information - Responding to client enquiries • Planning and organising activities - Not applicable • Working with teams and others - Working with client to meet their needs • Using mathematical ideas and techniques - Tallying quantities for an order • Solving problems - Meeting a clients needs when what they want is not available • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCSO02A	DEAL WITH CLIENT FEEDBACK
GCS	Client service

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

This unit involves the knowledge and skills required when receiving feedback from clients, generally within a single client encounter. Feedback may be either positive or negative, or a combination of both.

ELEMENT	PERFORMANCE CRITERIA
1 Handle <i>client</i> feedback	1.1 Respond to client <i>feedback</i> promptly 1.2 Handle client <i>feedback</i> positively, sensitively and politely 1.3 <i>Communicate</i> information regarding problems and delays to <i>clients</i> and follow up within an appropriate timeframe
2 Record <i>client</i> feedback	2.1 <i>Record</i> communication between <i>client</i> and organisation accurately and efficiently 2.2 Prepare, store and monitor any further <i>records</i> required to support <i>feedback</i> , according to <i>organisational procedures and policies</i>

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
Clients	[all categories] • internal or external • typically superficial contact • customers with routine or special requests • regular and new customers • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Communicate	[all categories] • verbal, eg, face-to-face, telephone • written, eg, hand written, typed, printed • electronic, eg, e-mail, SMS (short message service)
Feedback	[all categories] • verbal or non-verbal • positive, eg, compliments, appreciations • negative, eg, formal or informal complaints
Organisational policies and procedures	[all categories] • procedural and policy manuals • organisational standard report forms • code of ethics • quality systems, standards and guidelines
Records	[all categories] • paper, eg, hand written, typed, printed • taped, eg, audio, video • electronic, eg, computer database, e-mail

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - feedback techniques - organisation's policies and procedures regarding processing of and response to feedback - Assessment of performance should be over the processing of a minimum of five (5) instances of client feedback, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - identify feedback - receive and process feedback to the organisation's standard and in an appropriate time frame - recommend appropriate course of action for organisation and/or client (if applicable)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Consumer law, environmental law, Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws specific to local government, state and federal legislation - Privacy legislation - Codes of Conduct - Communication techniques - Product knowledge - Organisation recording procedures - Required skills - Language skills which allow for adequate communication with the customer - Literacy skills to the level required to record feedback - Numeracy skills to the level required to interpret the customer requirements and meet their needs
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment with exposure to a minimum of five (5) instances of client feedback - a variety of work related products and services - 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) must - be competent in this unit but preferably be competent in the unit at the level above

	○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of clients and enquiries, this unit of competency must be assessed over the processing of a minimum of five (5) instances of client feedback, in order to ensure consistency of performance over the Range Statements and contexts applicable to creating client relationships
Context for assessment	• This unit of competency must be assessed in the context of processing and responding to client feedback from a range of real clients. For validity and reliability the assessment should occur in the workplace. The feedback should be representative of realistic feedback. Where feedback is not forthcoming, feedback should be sought using a variety of methods, eg, verbal, written, electronic • This unit of competency should be assessed through the 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	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting feedback and analysing to find patterns • Communicating ideas and information - Recording feedback and composing responses • Planning and organising activities - Not applicable • Working with teams and others - Working with client to resolve issues • Using mathematical ideas and techniques - Not applicable • Solving problems - Pacifying a disgruntled client • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCSO04A	MEET CLIENT NEEDS AND EXPECTATIONS
GCS	Client service

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

This unit involves the skills and knowledge of understanding, clarifying and meeting client needs and expectations in a single encounter or multiple encounters, on a one-to-one basis with a client.

ELEMENT	PERFORMANCE CRITERIA
1 Identify <i>client</i> needs and expectations	1.1 Clarify <i>client</i> preferences, needs and expectations 1.2 Identify special requirements of <i>clients</i> promptly and provide advice on relevant products/services 1.3 Use <i>communication</i> appropriate to the relationship and the purpose of the <i>interaction</i> 1.4 Access external assistance (if required)
2 Provide the identified <i>client</i> needs and expectations	2.1 Apply <i>knowledge of specified products/services</i> to provide assistance to <i>clients</i> 2.2 Suggest alternative products/services (if necessary) 2.3 Suggest alternate sources for product/service (if unable to meet clients needs or expectations) 2.4 Explain features and benefits of relevant products/services to <i>clients</i> 2.5 Suggest special promotions for products/services to <i>clients</i> according to organisation policies 2.6 Seek confirmation from <i>client</i> that needs and expectations (where practical) have been satisfied

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
Clients	[all categories] • internal or external • clients with routine or special requests • regular and new clients • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Communication	[all categories] • active listening • using open and/or closed questions • speaking clearly and concisely • using appropriate language and tone of voice • giving customers full attention • maintaining eye-contact, for face-to-face interactions • non-verbal communication, eg, body language, personal presentation, for face-to-face interactions • clear, legible writing
Interaction	[all categories] • face-to-face interactions • telephone interactions • interactions with team members
Knowledge of specified products/ services	[all categories] • range of products/services • features and benefits of products/services • promotional pamphlets • supplier information • written communication on products/services • other relevant descriptions

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - communication techniques - organisation's services/products (in detail) - organisation's promotional policies and procedures - Assessment of performance should be over a minimum of five (5) interactions with clients, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - identify client's needs and expectations - identify a range of products/services that may meet the needs and expectations of the client - discuss with the client the range of products/services that are available and determine that/those which are most suitable - deliver the product/service in an appropriate time frame
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Detailed product knowledge to make choices between the different products/services based on customer needs and expectations - Consumer Law, Environmental Law, Occupational Health and Safety (OH&S), Discrimination/Equal Employment Opportunity, Harassment and other laws specific to Local Government, State and Federal Legislation - Privacy Legislation - Codes of Conduct - Alternate sources of information, product and/or service - Required skills - Problem solving skills to identify the best product/service (where there is a range) to meet the clients needs and expectations - Communication skills to clarify the needs and expectations of the client - Literacy skills to the level required to acquire the required product knowledge - Numeracy skills to the level required to interpret the customer requirements and meet their needs

Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment with exposure to a minimum of five (5) client interactions - a variety of work related products and services - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diversity of clients, client needs and expectations, this unit of competency must be assessed over a minimum of five (5) interactions with clients, in order to ensure consistency of performance over the Range Statements and contexts applicable to creating client relationships
Context for assessment	- This unit of competency must be assessed in the context of meeting client needs and expectations from a range of real clients. For validity and reliability, the assessment should occur in the workplace. The expressed needs and expectations should be representative of that normally encountered in the workplace. - This unit of competency should be assessed through the 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	-	1	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on a variety of products/services for the client • Communicating ideas and information - Summarising information on a variety of products/services • Planning and organising activities - Not applicable • Working with teams and others - Working with other staff to gain up to date information on products/services • Using mathematical ideas and techniques - Using figure and tables of data to compare products • Solving problems - Meeting a clients needs when what they want is not available • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCSO06A	ADDRESS CLIENT NEEDS
GCS	Client service

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

This unit involves the skills and knowledge of managing ongoing relationships with a client. Such relationships are of a more complex nature where the worker needs to explore with the client what outcomes are possible and may best promote satisfaction. It also requires the worker to be familiar with a product/service that varies widely and is capable of significant customisation. The nature of the service/product delivery needs to be explored/negotiated with the client.

ELEMENT	PERFORMANCE CRITERIA
1 Assist <i>client</i> to articulate needs	1.1 Explore, understand and confirm <i>client</i> needs 1.2 Explain available services/products and match to <i>client</i> needs 1.3 Identify the <i>rights and responsibilities</i> of <i>clients</i> and <i>communicate</i> effectively to the <i>client</i> (as appropriate)
2 Satisfy complex <i>client</i> needs	2.1 Explain the possibilities for meeting <i>client</i> needs 2.2 Assist <i>clients</i> to evaluate service/product options to satisfy their needs 2.3 Determine and prioritise preferred action 2.4 Identify potential areas of difficulty in <i>client</i> service delivery, and take appropriate actions in a positive manner

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
Client	[all categories] • internal or external • customers with routine or special requests • regular and new customers • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Communicate	[all categories] • active listening • using open and/or closed questions • speaking clearly and concisely • using appropriate language and tone of voice • giving customers full attention • maintaining eye-contact, for face-to-face interactions • non-verbal communication, eg, body language, personal presentation, for face-to-face interactions • clear, legible writing • handling of sensitive and confidential issues
Rights and responsibilities	[all categories] • informed consent • fulfilment of external obligations

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - communication techniques - organisation's services/products (in detail) - organisation's promotional policies and procedures - Assessment of performance should be over a minimum of three (3) interactions with clients, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - develop customised solutions to meet customer needs and deliver that service to standard and in an appropriate time frame - recommend an acceptable alternative to the customer (if applicable) - explain to the customer why the need(s) cannot be met and any further actions which will be taken in a manner which is acceptable to the customer (if applicable)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Detailed product knowledge to recommend customised solutions - Organisational procedures - Ethics, industry practice and relevant government policies and regulations - Consumer Law, Environmental Law, Occupational Health and Safety (OH&S), Discrimination/Equal Employment Opportunity, Harassment and other laws specific to Local Government, State and Federal Legislation - Privacy Legislation - Codes of Conduct - Required skills - Language skills which allow for adequate communication with the customer - Literacy skills to the level required to acquire the required product knowledge - Numeracy skills to the level required to interpret the customer requirements and meet their needs - The ability to synthesise/develop a solution unique to a customer

Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment with exposure to a minimum of three (3) client interactions of an extended nature - a variety of work related products and services - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diversity of clients, client needs and expectations, this unit of competency must be assessed over a minimum of three (3) extended interactions with clients, in order to ensure consistency of performance over the Range Statements and contexts applicable to addressing client needs
Context for assessment	- This unit of competency must be assessed in the context of meeting client needs and expectations from a range of real clients. For validity and reliability the assessment should occur in the workplace. The expressed needs and expectations should be representative of that normally encountered in the workplace. - This unit of competency should be assessed through the 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
3	3	2	2	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting and organising a client history database • Communicating ideas and information - Informing clients of new products/services • Planning and organising activities - Planning workshops/information sessions to bring clients together and network • Working with teams and others - Working with other staff to gain up to date information on products/services • Using mathematical ideas and techniques - Using figure and tables of data to compare products • Solving problems - Meeting a clients needs when what they want is not available • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCSS07A	DETERMINE NEEDS OF CLIENT POPULATIONS
GCS	Client service

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

This unit involves the skill and knowledge of focusing on clients as a population/market segment, not as individuals. It also calls for the skills and knowledge of gathering, analysing and interpreting data to plan and evaluate client service relationships and develop methods of improvement.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse needs of client populations	1.1 Source information through both formal and informal channels 1.2 Collect information on issues related to the business environment that affect clients and utilise in assessment 1.3 Analyse and interpret information to identify and assess client needs, expectations and satisfaction levels 1.4 Base decisions about the matching of services and client needs on up-to-date information
2 Plan and develop client service	2.1 Develop plans to meet client needs and to deliver improved client service 2.2 Modify specific aspects of product/service and their delivery to meet changing client services requirements 2.3 Analyse competitive comparisons and evaluate as input into the planning process 2.4 Establish client service provisions through detailed and structured market research and analysis 2.5 Ensure changes to client service are within organisational ability, ie, policies and budgetary framework as well as procedural and legislative requirements
3 Evaluate client service relationship	3.1 Obtain information that measures clients' level of satisfaction with products/ services 3.2 Analyse and evaluate information on how the organisation compares with competition and best practice 3.3 Implement or action appropriate initiatives

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
Client	[all categories] • internal or external • customers with routine or special requests • regular and new customers • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Information	[all categories] • customer satisfaction surveys • information from the Australian Bureau of Statistics (ABS) • raw data collected at operational/tactical levels of colleagues • organisational budgets

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - organisation's services/products (in detail) - organisation's promotional policies and procedures - sources of information regarding client demographics - techniques for analysing client statistics - Assessment of performance should be over the development of a minimum of two (2) strategies to improve client service, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - develop systems/procedures to deliver that service to standard and in an appropriate time frame, or - modify existing systems/procedures to take into account changes in the customer population
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Consumer Law, Environmental Law, Occupational Health and Safety (OH&S), Discrimination/Equal Employment Opportunity, Harassment and other laws specific to Local Government, State and Federal Legislation - Privacy Legislation - Procedural manuals - Budgetary policies - Codes of Conduct - Organisation's customer service goals and principles of customer service - The significance of statistical data on customer populations - Survey techniques - Required skills - Numeracy skills to allow for the analysis of data, or at the very least, the understanding of the data if it has been analysed by another person - Language skill which allow for adequate communication with the relevant personnel - Literacy skills to interpret reports and document strategies

Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment with client history records - a variety of work related products and services - a variety of statistical resources relating to client base - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diversity of clients, client needs, expectations and strategies to improve client services, this unit of competency must be assessed over the development of a minimum of two (2) strategies to improve client service, in order to ensure consistency of performance over the Range Statements and contexts applicable to addressing client needs
Context for assessment	- This unit of competency must be assessed in the context of developing strategies for the improvement of client services for a range of real clients. For validity and reliability the assessment should occur in the workplace. The strategies should be realistic and appropriate for the workplace - This unit of competency should be assessed through the 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
3	2	3	1	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Analysing and interpreting data to plan and evaluate client service strategies • Communicating ideas and information - Informing clients of new products/services • Planning and organising activities - Planning workshops/information sessions to bring clients together and network • Working with teams and others - Working with other staff to gain up to date information on products/services • Using mathematical ideas and techniques - Using figures and tables of data to compare products • Solving problems - Developing strategies to overcome declining client base • Using technology - Operating computer database and tracking changes Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCST03A	PROCESS CLIENT COMPLAINTS
GCS	Client service

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

This unit involves the skills and knowledge of handling negative feedback (complaints) from customers, whether formal or informal. Complaints may range from a simple customer dissatisfaction which can be resolved on the spot to scenarios where external bodies such as police are required, and may vary in terms of severity, formality, source and documentation required.

ELEMENT	PERFORMANCE CRITERIA
1 Respond to complaints	1.1 Process complaints in accordance with organisational procedures (as stated in company policies, legislation or codes of practice) 1.2 Obtain, document and review necessary reports relating to the complaint(s) 1.3 Determine course of action, taking into account applicable laws, company policies and codes 1.4 Negotiate a resolution to the complaint (where possible) 1.5 Maintain a register of complaints 1.6 Inform the client , and record the outcome, of the investigation (if applicable)
2 Refer complaints	2.1 Identify complaints that require referral to other personnel or external bodies 2.2 Refer complaints to appropriate personnel for follow up in accordance with individual level of responsibility 2.3 Forward all relevant documents and investigation reports (as per operational procedures) 2.4 Follow up appropriate personnel to gain prompt decisions (where required)

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
Client	[all categories] • internal or external • customers with routine or special requests • regular and new customers • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Complaints	[all categories] • verbal, eg, face-to-face, telephone • written, eg, hand written, typed, printed • electronic, eg, e-mail, SMS (short message service)
Document	[two categories] • written, eg, hand written notes, typed/printed reports • taped, eg, audio, video • electronic, eg, computer based records
Referrals	[all categories] • may include ○ relevant superiors in the organisational hierarchy ○ external bodies, eg, ombudsman, ICAC (Independent Commission Against Corruption), police
Organisational procedures	[all categories] • may include ○ complaints procedures ○ organisational standard report forms ○ quality systems, standards and guidelines

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - complaints procedures - organisation's policies and procedures regarding processing of and response to complaints - Assessment of performance should be over the processing of a minimum of three (3) complaints, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - receive and process complaints to the organisation's standard and in an appropriate time frame - recommend appropriate course of action for organisation and/or client (if applicable)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Consumer law, environmental law, Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws - Privacy legislation - Resolution of complaints - Codes of conduct - The importance of customer complaints - The importance of good communication - The individual's role in processing customer complaints - Required skills - Language skills which allow for adequate communication with required people - Literacy skills to the level required to process complaints - Numeracy skills to the level required to interpret the customer complaints and take required actions
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment with exposure to a minimum of three (3) instances of client complaint - a variety of work related products and services - 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) must - be competent in this unit but preferably be competent in the unit at the level above

	○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of clients and complaints, this unit of competency must be assessed over the processing of a minimum of three (3) instances of client feedback, in order to ensure consistency of performance over the Range Statements and contexts applicable to processing client complaints
Context for assessment	• This unit of competency must be assessed in the context of processing and responding to client complaints from a range of real clients. For validity and reliability the assessment should occur in the workplace. The complaints should be representative of realistic complaints. Where complaints are not forthcoming, complaints may be fabricated, but should still be realistic • This unit of competency should be assessed through the 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	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Collecting complaints and analysing to find patterns • Communicating ideas and information - Recording complaints and composing responses • Planning and organising activities - Not applicable • Working with teams and others - Working with client to resolve issues • Using mathematical ideas and techniques - Relaying information regarding quantities to client • Solving problems - Pacifying a disgruntled client • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGCST05A	COORDINATE CLIENT SERVICE ACTIVITIES
GCS	Client service

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

This unit involves the skills and knowledge of understanding and implementing client service policies and procedures. This unit might be appropriate for workers, team leaders and managers who have a 'tactical' type of responsibility for client service delivery by others. This unit is not about delivering service directly to the customer.

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to quality <i>client</i> standards	1.1 Access, interpret, apply and monitor <i>client</i> service standards in the workplace in accordance with enterprise policies and procedures 1.2 Demonstrate contributions to the development, refinement and improvement of <i>service policies, standards and processes</i>
2 Implement <i>client</i> services systems	2.1 Demonstrate encouragement of all personnel to consistently implement <i>client</i> service systems 2.2 Review <i>client</i> feedback in consultation with appropriate personnel and analyse to develop improved work practices 2.3 Identify <i>client</i> service problems and make adjustments to ensure continued service quality 2.4 <i>Communicate</i> adjustments to all those involved in service delivery within appropriate time frames 2.5 Co-ordinate and manage delivery of services/products to ensure they effectively and efficiently meet agreed quality standards

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
Client	[all categories] • internal or external • clients with routine or special requests • regular or new clients • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected and emotionally distressed
Communicate	[all categories] • active listening • using open and/or closed questions • speaking clearly and concisely • using appropriate language and tone of voice • giving customers full attention • maintaining eye-contact, for face-to-face interactions • non-verbal communication, eg, body language, personal presentation, for face-to-face interactions • clear, legible writing
Service policies, standards and processes	[all categories] • procedural manuals • product/service manuals, labels, instructions • staff appearance and presentation • quality systems, standards and guidelines • continuous quality improvement, eg, Plan/Do/Check/Act cycle

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - client service standards and procedures - Assessment of performance should be over a minimum of two (2) days of coordinating client service activities, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - ensure that client service is delivered to industry standards and in an appropriate time frame - develop improved client service procedures - ensure staff are adequately trained to deliver customer service to standard
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SRXGCSO01A Create client relationship - SRXGCSO02A Deal with client feedback - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Detailed knowledge of the Client Service systems and procedures including the continuous quality improvement framework - Knowledge of the client population and how the system applies to delivering Client Service to that population - Required skills - Language skills which allow for adequate communication with a client and all relevant personnel - Literacy skills to the level required to acquire the required read and write procedures - Numeracy skills to the level required to develop and implement customer service procedures
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a real work environment - a variety of work related products and services - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework

	(AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the clients and client service activities, this unit of competency must be assessed over a minimum of two (2) days of co-ordinating client service activities, in order to ensure consistency of performance over the Range Statements and contexts applicable to co-ordinating client services
Context for assessment	- This unit of competency must be assessed in the context of co-ordinating client service activities for a range of real clients. For validity and reliability the assessment should occur in the workplace. The activities should be realistic for the clients and the workplace, and should have been developed, or modified by the learner - This unit of competency should be assessed through the 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	3	2	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Collecting information to develop client service activities • Communicating ideas and information - Briefing staff of changes to client service activities • Planning and organising activities - Planning client service activities • Working with teams and others - Working with staff and clients to develop activities • Using mathematical ideas and techniques - Calculating timings for activities • Solving problems - Identifying deficiencies in client service and developing activities to overcome them • Using technology - Operating computer database Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

ORGANISATION GOVERNANCE

GOV

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SRXGOV001B	PARTICIPATE AS A MEMBER OF AN EFFECTIVE BOARD OF AN ORGANISATION
GOV	Organisation governance

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

This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the core business and establish the strategic direction of the organisation	1.1 Identify the core business of the organisation 1.2 Identify, explain and document the relationships between the organisation and other stakeholders 1.3 Interact with key stakeholders to inform them of achievements and to ensure their input into the determination of strategic goals and directions 1.4 Document the organisation's strategic direction and priorities 1.5 Establish performance targets, that form the basis for evaluation of performance
2 Follow legal requirements when carrying out Board duties	2.1 Identify and refer to the relevant provisions of the legal framework under which the organisation was established 2.2 Monitor relevant aspects of the appropriate federal, state and local legislation and by-laws for organisation compliance
3 Work within the structure of the organisation	3.1 Differentiate and document the member, governance and management issues of the organisation in the organisation's governance policy guidelines 3.2 Identify, document and refer to the relationships between governance issues and management issues 3.3 Identify and document the role of the Board in the organisation's governance policy guidelines 3.4 Identify and document the role of the individual Directors in the organisation's governance policy guidelines 3.5 Identify and document the role of the Chairperson in the organisation's governance policy guidelines 3.6 Identify and document the role of the Secretary in the organisation's governance policy guidelines 3.7 Document delegations of the Board's authority 3.8 Undertake and evaluate duties outlined in job descriptions of Board members regularly as a whole Board assessment and an individual Director assessment

4 Monitor trends and changes in the industry	4.1 Ensure the Board is aware of emerging issues in the industry that are likely to have an impact on the organisation's business 4.2 Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation 4.3 Ensure those emerging issues requiring attention by the organisation are dealt with by the Board in an appropriate manner 4.4 Demonstrate how the Board regularly reviews its policies and procedures to take account of the emerging issues
5 Monitor the organisation's operations	5.1 Ensure preparation for meetings is adequate and timely 5.2 Record meeting are attendance and encourage effective participation by all Board members 5.3 Utilise information provided in analysing the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets 5.4 Review policies, procedures, operations and workplace responsibilities of the organisation and adapt accordingly
6 Supervise the senior management of the organisation	6.1 Receive information and advice regularly from the senior management of the organisation to form the basis of informed decision-making 6.2 Provide instructions to the senior management of the organisation to implement specific policy directions as required 6.3 Seek feedback from senior management of the organisation in relation to the implementation of the specific policy directions 6.4 Assess the performance of the Chief Executive Officer (CEO) regularly in accordance with the legal framework under which they are engaged

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
Board assessment	[all categories] - the assessment of the Board as a whole could be undertaken by four key issues - chat with the Chairperson - yes/no questionnaire - grading questionnaire - written questionnaire - the introduction of an effective process of Board assessment will involve - implementation over time - gaining commitment - careful preparation - deciding the issues to be covered by the Board assessment - defining measures of performance: organisation and Board - communicating performance - implementing changes - reviewing the process
Chief Executive Officer assessment	[all categories] - the Chief Executive Officer (CEO) assessment should be - undertaken by the Board, as the Chief Executive Officer (CEO) is responsible to the Board as a whole, not just the Chairperson - part of a policy framework - based on objective performance criteria - reviewed as part of an organisation and Board performance review - linked to a remuneration policy which reflects objective performance - the aim of the performance evaluation is to align the long - term interests of the Chief Executive Officer (CEO) with the long - term interests of the organisation. This would require a three stage process of - the Board setting goals for/with the Chief Executive Officer - monitoring the performance of the organisation against the goals - responding to the difference between expected and actual outcomes - performance measures should be - valid - verifiable - controllable - global - communicable

Core business of the organisation	[all categories] - that business that is consistent with the intent and purpose for which the organisation was established - that business that is consistent with the Memorandum and Articles of Association
Emerging issues	[all categories] - the Corporate Law Economic Reform Bill (1998) - technology - information
Individual Director assessment	[all categories] - the assessment of Directors who are currently on the Board can be undertaken by various means - chat with the Chairperson - chat with the Governance Committee - Director self-assessment - aggregated results to give Board profiles - qualitative peer assessment - the assessment of a Director prior to appointment should consider the following issues - the profile should be related to the goals of the organisation and the organisation and Board performance criteria - an external search process should be used to complement the probable likely suspects known to the Board - the appointment term should be considered - relevant information should be discussed prior to the appointment - current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner - a thorough induction process should be undertaken
Legal framework	[all categories] - the legal context within which the organisation operates - association – Associations law - corporation – Corporation law
Legislation	[all categories] - specific laws - Corporation law - the Corporations law, the complementary State legislation and the Ordinances of the relevant Territories - the Company Law Review Act (1998) - the Corporate Law Economic Reform Bill (1998) - Associations law - Trade Practices law - competition - consumer protection - Contract law - Environmental law

	○ Taxation law ○ Regulatory compliance • laws relating to people ○ Industrial Relations/Workplace Relations Act ○ Occupational Health and Safety (OH&S) Acts ○ Employment ○ Equal Opportunity and Anti - Discrimination ○ Child Protection ○ Volunteer Workers Insurance ○ Public Liability ○ Workers compensation ○ Business specific laws • laws relating to business ○ Income Tax Act ○ Payroll Acts ○ Stamp duty Act ○ Liquor Licensing Acts ○ Landlord and Tenant ○ Goods and Services Tax (GST) Act ○ Copyright Act ○ Trade Marks Act ○ Business specific laws and Acts
Organisation's governance policy guidelines	[all categories] • would include policies and processes in the areas of ○ role of board ○ board structure ○ role of individual directors ○ role of chairperson ○ role of company secretary ○ role of chief executive officer ○ board meetings ○ board meeting agenda ○ board papers ○ board minutes ○ the board calendar ○ committees ○ delegation of authority ○ monitoring ○ strategy formulation ○ service/advice ○ contacts ○ chief executive officer evaluation ○ director protection ○ board evaluation ○ director development ○ director selection and induction

Stakeholders	[all categories] • shareholders • government Ministers • government departments • Departments of Consumer Affairs or Fair Trading government industry regulators ○ Australian Competition and Consumer Commission ○ Australian Securities and Investments Commission ○ Departments of Consumer Affairs or Fair Trading • Non-government industry regulators ○ Australian Stock Exchange • employees • suppliers • customers • media • unions • the community • other organisations
Workplace responsibilities	[all categories] • employment of staff • Occupational Health and Safety (OH&S)

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of being an effective paid or unpaid member of the Board of a sport or recreation organisation in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ identify the core business and establish the strategic direction of the organisation ○ follow legal requirements when carrying out Board duties ○ work within the structure of the organisation ○ monitor trends and changes in the industry ○ monitor the organisation's operations ○ supervise the senior management of the organisation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ SRXGOV002B Undertake the role of an individual Director of an organisation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board and individual Directors ○ Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions ○ Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation ○ Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director ○ Knowledge of the role policies and procedures play in the effective running of an organisation ○ Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO) ○ Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets ○ Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer (CEO) and senior management ○ Knowledge of issues to do with Occupational Health and Safety (OH&S) as they relate to the employment of staff

	• Required skills ○ Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry ○ Research skills as they relate to the monitoring of trends in industry ○ Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes ○ Written communication skills as they relate to the presentation of papers at a Board meeting ○ Negotiation skills as they relate to active participation in Board discussions and decision - making ○ Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations ○ Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
Resource implications	• Physical resources - assessment of this competency requires access to ○ either real or simulated organisations and their respective Board processes • 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) must ○ be competent in this unit but preferably be competent in the unit at the level above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as performing various duties as a member of a Board of an organisation, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to participating as a member of an effective Board of an organisation
Context for assessment	• This unit of competency must be assessed in the context of participating as a member of an effective Board of a sport or recreation organisation • 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
3	3	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the core business of the organisation • Communicating ideas and information - Reporting to the Board on a task that was allocated • Planning and organising activities - Planning and organising regular Board meetings • Working with teams and others - Working as a member of a Board of an organisation • Using mathematical ideas and techniques - Analysing financial documents for the organisation • Solving problems - Identifying the need to hold an extraordinary meeting • Using technology - Taking part in a teleconference Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGOV002B	UNDERTAKE THE ROLE OF AN INDIVIDUAL DIRECTOR OF AN ORGANISATION
GOV	Organisation governance

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

This unit covers the skills required to be an effective individual Director of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1 Actions taken are in good faith and in the best interests of the organisation as a whole	1.1 The individual Director acts in their honest endeavours for the benefit of the organisation as a whole 1.2 The individual Director acts in such a fashion as to eliminate dishonesty and fraud 1.3 The individual Director complies with their statutory duty not to misuse the position of Director 1.4 The individual Director has a duty not to abuse a corporate opportunity and not to make improper use of information
2 Actions taken avoid a conflict of duty and interest	2.1 The Director has an understanding of what the law states about conflict of interest 2.2 The Director should understand what action he or she should take in relation to the potential conflict of interest 2.3 If the conflict of interest is considered significant, the Director should not seek to influence discussion, leave the room and not receive papers concerning the matter
3 Actions taken are consistent with statutory imposed duties	3.1 Comply with legislation in performance of duties 3.2 Comply with directions from government and non - government industry regulators 3.3 Bring emerging legislative issues regularly to the attention of the Directors and Board
4 Due care and diligence are applied to all actions	4.1 The Director has access to appropriate, timely and accurate information and sufficient time is allowed to enable the Director to perform his or her duties 4.2 The Director has a willingness to ask questions that go to the fundamental core of the issue and pursue independent lines of inquiry 4.3 The Director must bring to the position and to every task they undertake, the appropriate skills, abilities and application of same 4.4 The level of skill, care and diligence that a Director must invoke is in keeping with community expectations and a professional and universal standard of care and diligence are applied by Directors 4.5 The Director applies the degree of competence in financial skill necessary to understand the organisation's finances

5 Comply with the organisation's <i>Director's code of conduct</i> document	5.1 The <i>Director's code of conduct</i> reflects the seriousness with which the organisation considers the issue 5.2 Monitor and report on compliance with the <i>Director's code of conduct</i> regularly
6 Actively participate in regular individual Director assessment	6.1 <i>Individual Director assessment</i> takes account of their ability to contribute to the planning and strategy of the organisation 6.2 <i>Individual Director assessment</i> takes account of their understanding and knowledge of the responsibilities and duties required in the role of Director 6.3 <i>Individual Director assessment</i> takes account of personal attributes, such as diligence and possession of valuable skills 6.4 <i>Individual Director assessment</i> takes account of input into Board teamwork and processes

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 of interest	[all categories] • can arise in a number of situations ○ where a Director, an associate or relative has an interest of any kind in a party to a transaction (for monetary gain) to be discussed by the Board ○ where a Director may be involved in a decision which may impact on his or her own organisation or a person within that organisation • general guidelines that can be adopted where a conflict, or potential for conflict, occur include ○ a Director must notify the Board of any conflict or potential conflict as soon as it occurs ○ the Board should keep a register of Director's interests ○ if a Director cannot or will not remove the conflict of interest, they must remove themselves from the decision - making process (including discussion of the issue at hand) ○ these requirements should be the same for related party transactions
Director's code of conduct	[all categories] • sets out the legislative and common law requirements of a Director as well as the specific behaviours that the organisation expects of him/her. It would include the following areas ○ a Director must act honestly, in good faith and in the best interests of the organisation as a whole ○ a Director has a duty to use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office ○ a Director must use the powers of office for a proper purpose, in the best interests of the organisation as a whole ○ a Director must recognise that the primary responsibility is to the organisation's shareholders as a whole but should, where appropriate, have regard for the interests of all stakeholders of the company ○ a Director must not make improper use of information acquired as a Director ○ a Director must not take improper advantage of the position of Director ○ a Director must not allow personal interests, or the interests of any associated person, to conflict with the interests of the company ○ a Director has an obligation to be independent in judgement and actions and to take all reasonable steps to be satisfied as to the soundness of all decisions taken by the Board ○ confidential information received by a Director in the course of the exercise of Directorial duties remains the property of the organisation from which it was obtained and it is improper to

	disclose it, or allow it to be disclosed, unless the disclosure has been authorised by the organisation, or the person from whom the information is provided, or is required by law ○ a Director should not engage in conduct likely to bring discredit upon the organisation ○ a Director has an obligation, at all times, to comply with the spirit, as well as the letter of the law and with the principles of this Code
Dishonesty	[all categories] refers to • lack of honesty • a disposition to lie, cheat or steal
Due care and diligence	[all categories] • refers to ○ the skills, ability and application to the position of being a Director that each individual must apply ○ a professional and universal standard ○ an increasing base level of skill required by Directors • a Director's fiduciary duty is owed to the ○ organisation – the separate legal entity – represented by members as a whole ○ company of which he or she is a Director ○ creditors
Fraud	[all categories] refers to • (in common law) advantage gained by unfair means, as by a false representation of fact made knowingly, or without belief in its truth, or recklessly, not knowing whether it is true or false • (in equity) violation, intentional or otherwise, of the rules of fair dealing
Government and non-government industry regulators	[all categories] • government industry regulators ○ Australian Competition and Consumer Commission ○ Australian Securities and Investments Commission ○ Departments of Fair Trading or Consumer Affairs • non - government industry regulators ○ Australian Stock Exchange

Individual Director assessment	[all categories] • the assessment of Directors who are currently on the Board can be undertaken by various means ○ chat with the Chairperson ○ chat with the Governance Committee ○ Director self - assessment ○ aggregated results to give Board profiles ○ qualitative peer assessment • the assessment of a Director prior to appointment should consider the following issues ○ the profile should be related to the goals of the organisation and the organisation and Board performance criteria ○ an external search process should be used to complement the probable likely suspects known to the Board ○ the appointment term should be considered ○ relevant information should be discussed prior to the appointment ○ current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team - like manner ○ a thorough induction process should be undertaken
Legislation	[all categories] • specific laws ○ Corporation law ○ Associations law ○ Trade Practices law ▪ competition ▪ consumer protection ○ Contract law ○ Environmental law ○ Taxation law ○ Regulatory compliance • laws relating to people ○ Industrial Relations/Workplace Relations Act ○ Occupational Health and Safety Acts ○ Employment ○ Equal Opportunity and Anti - Discrimination ○ Child Protection ○ Volunteer Workers Insurance ○ Public Liability ○ Workers compensation ○ Business specific laws • laws relating to business ○ Income Tax Act ○ Payroll Acts ○ Stamp Duty Act ○ Liquor Licensing Acts ○ Landlord and Tenant ○ Goods and Services Tax Act ○ Copyright Act ○ Trade Marks Act ○ Business specific laws and Acts

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of undertaking the role of a paid or unpaid individual Director of an organisation in the work environment - Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment - In particular, assessment must confirm the ability to - take actions in good faith and in the best interests of the organisation as a whole - take actions to avoid a conflict of duty and interest - take actions that are consistent with statutory imposed duties - ensure due care and diligence are applied to all actions - comply with a Directors code of conduct document - actively participate in regular individual Director assessment
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - SRXGOV001B Participate as a member of an effective Board of an organisation - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of an individual Director - Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation - Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director - Required skills - Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
Resource implications	- Physical resources - assessment of this competency requires access to - either real or simulated organisations and their respective Board processes - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• This unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to undertaking the role of an individual Director of an organisation
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of real clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment • 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
3	3	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the core business of the organisation • Communicating ideas and information - Reporting to the Board on a task that was allocated • Planning and organising activities - Planning and organising regular Board meetings • Working with teams and others - Working as a member of a Board of an organisation • Using mathematical ideas and techniques - Analysing financial documents for the organisation • Solving problems - Identifying the need to hold an extraordinary meeting • Using technology - Taking part in a teleconference Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGOV003B	UNDERTAKE THE ROLE OF CHAIRPERSON AT A BOARD MEETING
GOV	Organisation governance

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

This unit covers the skills required to be an effective Chairperson of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid Chairpersons of organisations.

ELEMENT	PERFORMANCE CRITERIA
1 Exhibit exemplary personal characteristics	1.1 Exercise leadership and influence and retain the confidence of all Directors 1.2 Define the organisation's vision clearly and articulate to all stakeholders 1.3 Detach self from day-to-day activities and assess what is happening 1.4 Remain open-minded in all discussions and be willing to listen to sometimes intensely different points of view 1.5 Care for the organisation, its staff and the people it serves
2 Facilitate the establishment of an effective Board team	2.1 Integrate Board members into a team and ensure that there is an appropriate induction program in place, is being followed and meets the needs of new Directors 2.2 New Directors understand the way that the Board operates and the organisation's governance policy guidelines 2.3 A continuing professional development program is in place for all Directors 2.4 Establish effective Board, individual Director and Chief Executive Officer assessment processes
3 Arrange for the Board to deal with the right matters	3.1 Set down the objectives of the organisation and ensure that there is an appropriate plan for achieving them 3.2 Establish an appropriate budget and performance indicators that allow the Directors to monitor performance against the plan 3.3 Identify risks, establish policies to manage the risks and ensure there is a satisfactory system of internal control 3.4 The Board satisfies itself on a continuing basis that the management of the organisation is managing properly 3.5 Comply with the appropriate legal requirements 3.6 The Board deals with a range of emerging issues on an on-going basis

4 Make sure that the Board considers each matter carefully	4.1 Collate a well structured Board paper, containing all necessary information items and including a recommendation from management, for all agenda items 4.2 Board members receive the papers in sufficient time to study them before the meeting 4.3 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision - making where required 4.4 Allocate board meeting time so that the important matters get sufficient attention by bringing discussion on minor matters to an early close and leading the Board to wider and deeper consideration of important matters by raising questions that have not been adequately dealt with 4.5 Facilitate a breadth and depth of discussion on the range of issues by drawing on all Directors and keeping comments from the Chair brief and to the point 4.6 Facilitate closure on an issue by taking into account the points of view of all Directors
5 Insist that the Board reaches clear decisions	5.1 Accept or reject the recommendation put by management on the issue 5.2 If rejecting the recommendation put by management, the Chairperson clearly sums up the sense of the Board's decision so that the Secretary clearly understands what is to be recorded
6 Ensure that the decisions are implemented properly	6.1 Record complete and accurate minutes and report to the Board 6.2 Articulate actions that flow from the decisions 6.3 Monitor the implementation by management of the appropriate policies and procedures to support the Board's decision
7 Act as a representative or spokesperson for the Board	7.1 Portray the organisation and its prospects accurately, fairly and in the best possible light 7.2 The Chairperson is briefed in great detail on all substantive issues at all times 7.3 The Chairperson considers carefully and discusses with colleagues on the Board and management any comments for inclusion in the annual report and any interim reports 7.4 Give careful consideration as to how the organisation wishes to portray itself in any and all communications with stakeholders

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
Board assessment	[all categories] • the assessment of the Board as a whole could be undertaken by four key issues ○ chat with the Chairperson ○ yes/no questionnaire ○ grading questionnaire ○ written questionnaire • the introduction of an effective process of Board assessment will involve ○ implementation over time ○ gaining commitment ○ careful preparation ○ deciding the issues to be covered by the Board assessment ○ defining measures of performance: organisation and Board ○ communicating performance ○ implementing changes ○ reviewing the process
Chief Executive Officer assessment	[all categories] • the Chief Executive Officer assessment should be ○ undertaken by the Board, as the Chief Executive Officer is responsible to the Board as a whole, not just the Chairperson ○ part of a policy framework ○ based on objective performance criteria ○ reviewed as part of an organisation and Board performance review ○ linked to a remuneration policy which reflects objective performance • the aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer with the long-term interests of the organisation. This would require a three stage process of ○ the Board setting goals for/with the Chief Executive Officer ○ monitoring the performance of the organisation against the goals ○ responding to the difference between expected and actual outcomes • performance measures should be ○ valid ○ verifiable ○ controllable ○ global ○ communicable

Individual Director assessment	[all categories] • the assessment of Directors who are currently on the Board can be undertaken by various means ○ chat with the Chairperson ○ chat with the Governance Committee ○ Director self - assessment ○ aggregated results to give Board profiles ○ qualitative peer assessment • the assessment of a Director prior to appointment should consider the following issues ○ the profile should be related to the goals of the organisation and the organisation and Board performance criteria ○ an external search process should be used to complement the probable likely suspects known to the Board ○ the appointment term should be considered ○ relevant information should be discussed prior to the appointment ○ current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner ○ a thorough induction process should be undertaken
Organisations governance policy guidelines	[all categories] would include policies and processes in the areas of • role of Board • Board structure • role of individual Directors • role of Chairperson • role of Company Secretary • role of Chief Executive Officer • Board meetings • Board meeting agenda • Board papers • Board minutes • the Board calendar • committees • delegation of authority • monitoring • strategy formulation • service/advice • contacts • Chief Executive Officer evaluation • Director protection • Board evaluation • Director development • Director selection and induction

Performance indicators	[all categories] • include ○ financial performance indicators ○ non-financial performance indicators • performance measures should be ○ valid ○ verifiable ○ controllable ○ global ○ communicable
Stakeholders	[all categories] • shareholders • government Ministers • government departments • government industry regulators ○ Australian Competition and Consumer Commission ○ Australian Securities and Investments Commission ○ Departments of Consumer Affairs or Fair Trading • non-government industry regulators ○ Australian Stock Exchange • employees • suppliers • customers • media • unions • the community • other organisations

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of undertaking the paid or unpaid role of Chairperson of an organisation in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ exhibit exemplary personal characteristics ○ facilitate the establishment of an effective Board team ○ arrange for the Board to deal with the right matters ○ make sure that the Board considers each matter carefully ○ insist that the Board reaches clear decisions ○ ensure that the decisions are implemented properly ○ act as a representative or spokesperson for the Board
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRXGOV001B Participate as a member of an effective Board of an organisation ○ SRXGOV002B Undertake the role of an individual Director of an organisation • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board, individual Directors and the Chief Executive Officer ○ Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions ○ Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation ○ Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director ○ Knowledge of the role policies and procedures play in the effective running of an organisation ○ Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer ○ Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets ○ Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer and senior management ○ Knowledge of issues to do with Occupational Health and Safety as they relate to the employment of staff

	• Required skills ○ Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry ○ Research skills as they relate to the monitoring of trends in industry ○ Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes ○ Written communication skills as they relate to the presentation of papers at a Board meeting ○ Negotiation skills as they relate to active participation in Board discussions and decision-making ○ Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations ○ Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation ○ Facilitation skills as they relate to the establishment, monitoring and the building of commitment in a group and the facilitation of a functional group and group processes ○ Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate leadership styles
Resource implications	• Physical resources - assessment of this competency requires access to ○ either real or simulated organisations and their respective Board processes • 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) must ○ be competent in this unit but preferably be competent in the unit at the level above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• This unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to undertaking the role of Chairperson at a Board meeting

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of real clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment • 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
3	3	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the core business of the organisation • Communicating ideas and information - Reporting to the Board on a task that was allocated • Planning and organising activities - Planning and organising regular Board meetings • Working with teams and others - Working as a member of a Board of an organisation • Using mathematical ideas and techniques - Analysing financial documents for the organisation • Solving problems - Identifying the need to hold an extraordinary meeting • Using technology - Taking part in a teleconference Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGOV004B	WORK EFFECTIVELY WITH THE BOARD OF AN ORGANISATION
GOV	Organisation governance

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

This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the roles of governance and management	1.1 Differentiate and document the member, governance and management issues of the organisation in the organisation's governance policy guidelines 1.2 Identify, document and refer to the relationships between governance issues and management issues
2 Facilitate the development of an effective Board	2.1 Provide information to enable the Board to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets 2.2 Ensure new Directors understand the way that the Board operates and the organisation's governance policy guidelines 2.3 Highlight continuing professional development opportunities to the attention of all Directors 2.4 Monitor relevant aspects of the appropriate federal, state and local legislation and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out Board duties
3 Provide detailed information for the Board to deal with the right matters	3.1 Ensure the Board is aware of emerging issues in the industry that are likely to have an impact on the organisation's business 3.2 Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation and provide this information to the Board 3.3 Differentiate governance and management issues of the organisation to ensure the Board deals with the right matters 3.4 Collate a well structured Board paper, containing all necessary information items and including a recommendation from management, for all agenda items 3.5 Ensure Board members receive the papers in sufficient time to study them before the meeting 3.6 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision-making (where required) 3.7 Establish processes to deal with extraordinary matters that arise outside scheduled meetings
4 Ensure that Board decisions are implemented properly	4.1 Ensure complete and accurate minutes are recorded and reported to the Board 4.2 Identify and implement actions that flow from the decisions clearly 4.3 Implement the appropriate policies and procedures to support the Board's decisions within agreed timeframes 4.4 Advise the Board promptly of issues affecting the implementation of Board decisions

5 Ensure regular communication with the Board	5.1 Provide information and advice regularly to the Board to foster informed decision-making 5.2 Brief the Chairperson in great detail on all substantive issues at all times 5.3 Seek clear instructions from the Board in order to implement specific policy directions (as required) 5.4 Seek feedback from the Board in relation to the performance of staff regarding implementation of the specific policy directions

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
Board	[all categories] • refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations • Board members may be paid Directors or volunteers
Emerging issues	[all categories] • may include but not limited to ○ the Corporate Law Economic Reform Bill (1998) ○ technology ○ information
Legislation	[all categories] • specific laws ○ Corporation law ▪ the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories ▪ the Company Law Review Act (1998) ▪ the Corporate Law Economic Reform Bill (1998) ○ Associations law ○ Trade Practices law ▪ Competition ▪ consumer protection ○ Contract law ○ Environmental law ○ Taxation law ○ Regulatory compliance • laws relating to people ○ Industrial Relations/Workplace Relations Act ○ Occupational Health and Safety (OH&S) Acts ○ Employment ○ Equal Opportunity and Anti - Discrimination ○ Child Protection ○ Volunteer Workers Insurance ○ Public Liability ○ Workers compensation ○ business specific laws • laws relating to business ○ Income Tax Act ○ Payroll Acts ○ Stamp duty Act ○ Liquor Licensing Acts ○ Landlord and Tenant ○ Goods and Services Tax (GST) Act ○ Copyright Act

	○ Trade Marks Act ○ business specific laws and acts
Organisation's governance policy guidelines	[all categories] • would include policies and processes in the areas of ○ role of Board ○ Board structure ○ role of individual Directors ○ role of Chairperson ○ role of Company Secretary ○ role of Chief Executive Officer (CEO) ○ Board meetings ○ Board meeting agenda ○ Board papers ○ Board minutes ○ the Board calendar ○ committees ○ delegation of authority ○ monitoring ○ strategy formulation ○ service/advice ○ contacts ○ Chief Executive Officer (CEO) evaluation ○ Director protection ○ Board evaluation ○ Director development ○ Director selection and induction

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ differentiate between management and governance issues ○ ensure the Board follows the organisation's governance policy guidelines ○ facilitate the establishment of an effective Board team ○ arrange for the Board to deal with the right matters ○ provide sufficient documentation for the Board to reach informed decisions ○ ensure that the decisions are implemented properly ○ communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions ○ Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation ○ Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director ○ Knowledge of the role policies and procedures play in the effective running of an organisation ○ Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO) ○ Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards • Required skills ○ Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry ○ Research skills as they relate to the monitoring of trends in industry

	○ Verbal communication skills as they relate to the presentation of information to the Board ○ Written communication skills as they relate to the presentation of papers at a Board meeting ○ Consultation skills as they relate to the meaningful engagement of relevant Board members in the organisation's operations ○ Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation ○ Facilitation and project management skills as they relate to the implementation of Board decisions ○ Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision - making and the utilisation of appropriate leadership styles
Resource implications	• Physical resources - assessment of this competency requires access to ○ either real or simulated organisations and their respective Board processes • 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) must ○ be competent in this unit but preferably be competent in the unit at the level above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the varied issues that are required to be discussed by a Board, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to working effectively with the Board or management committee of a sport or recreation organisation
Context for assessment	• This unit of competency must be assessed in the context of working effectively with the Board or management committee of a sport or recreation organisation • 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
3	3	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the core business of the organisation • Communicating ideas and information - Reporting to the Board on a task that was allocated • Planning and organising activities - Planning and organising regular Board meetings • Working with teams and others - Working with members of a Board of an organisation • Using mathematical ideas and techniques - Analysing financial documents for the organisation • Solving problems - Identifying the need to hold an extraordinary meeting • Using technology - Taking part in a teleconference Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

GROUPS

GRO

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SRXGRO001A	FACILITATE A GROUP
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 to establish a functional group within the context of a sport and recreation activity and to facilitate a group of clients participating in a sport and recreation activity or persons within a recreation organisation.

ELEMENT	PERFORMANCE CRITERIA
1 Plan the establishment of a group	1.1 Identify the needs of the individuals/group and the activity goals 1.2 Negotiate acceptance for the establishment of group goals within the individual's/group's expectations 1.3 Establish clearly defined purpose, roles, responsibilities within the group 1.4 Establish a group performance plan
2 Monitor group formation	2.1 Establish criteria against which group development and performance will be measured 2.2 Establish systems and mechanisms to monitor and review group development and performance 2.3 Identify potential barriers to group development and performance 2.4 Develop and implement strategies to reduce/eliminate barriers
3 Develop group commitment and co-operation	3.1 Demonstrate use of shared information, open communication and constructive feedback to develop and maintain group dynamics , commitment and co-operation 3.2 Demonstrate use of open communication to establish trust, confidence and ownership in group decision-making, feedback and problem solving processes
4 Facilitate group processes	4.1 Develop group effectiveness through active participation and facilitation , and demonstrate sensitivity to the effect the leader's behaviour has on colleagues 4.2 Demonstrate use of collaborative approaches to develop effective working relationships which help to accomplish strategic and operational goals 4.3 Facilitate and achieve individual and collective empowerment whilst maintaining group cohesion 4.4 Identify and facilitate group resolution of problems which impede individual and group performance , using external assistance (as required) 4.5 Demonstrate routine use of cross-cultural (including gender appropriate) communication strategies

5 Manage and facilitate group performance	5.1 Assess competencies of group members regularly, and refresh as required, to meet group plans 5.2 Provide mentoring and support to individuals and groups to enhance knowledge and skills 5.3 Allocate tasks to group members so that the diverse skills of each group member make a maximum contribution to the outcome 5.4 Devolve responsibility and accountability to group members, where appropriate to the activity context, program aims, and group members' abilities 5.5 Monitor and follow up delegations and tasks to assess the performance of group members in relation to their responsibilities 5.6 Recognise achievement(s) with appropriate recognition and/or reward

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
Barriers	[all categories] • includes factors that may be barriers to group formation ○ conflict of interest ○ conflict between individual and group goals ○ personality clashes ○ poor communication skills ○ poorly defined responsibilities and roles
Facilitation skills	[all categories] • strategies for group work include ○ goal setting ○ group management ○ monitoring and review processes ○ negotiation ○ defining roles and responsibilities
Groups	[all categories] • types of groups may include ○ full time employees ○ part time employees ○ clients ○ volunteers • differences within groups may include ○ gender ○ culture ○ socio-economic
Group dynamics	[all categories] • communication • decision making • conflict resolution • trust • safety • respect

Group performance	[all categories] • criteria • monitoring and assessment methods • factors that may contribute to optimal performance ○ task allocation ○ mentoring
Needs	[all categories] • physical and/or • emotional
Problems	[all categories] • factors that may impede group performance ○ conflict of interest ○ conflict between individual and group goals ○ personality clashes ○ inadequate/inappropriate skills to perform task ○ poor communication skills ○ lack of group cohesion and commitment to group goals ○ inadequately defined goals ○ poorly defined responsibilities and roles

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of group dynamics and facilitation techniques to apply to a group of clients or persons in a sport or recreation context • Assessment of performance should be over the facilitation of an activity with a minimum of two (2) different groups, covering all prescribed categories from the Range Statements applicable to facilitating a group • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ identify and clarify group and individual goals ○ analyse problems and barriers to group development and participation and develop appropriate strategies for removal/resolution ○ establish strong commitment to group goals, strategies, outcomes and priorities ○ handle uncertainty and conflict in a positive manner ○ interact effectively with group members who have diverse styles, aspirations, cultures and perspectives ○ communicate clearly and concisely with group ○ demonstrate an understanding of group dynamics ○ provide leadership to the group in varying contexts and situations ○ encourage group to openly propose, discuss and resolve issues ○ create opportunities to celebrate and promote group/individual success ○ deal with conflict before it adversely affects group performance ○ strive to achieve consensus in group decisions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ activity specific competencies in fitness, community recreation, sport or outdoor recreation where required • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI007B Conduct a sport and recreation program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term training programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs
Required knowledge and skills	• Required knowledge ○ Activity aims and client goals ○ Group dynamics ○ Stages of group formation, i.e., forming, norming, storming, performing ○ Leadership styles ○ Decision making and conflict resolution strategies for dealing with group and individual situations ○ Facilitation techniques

	- Required skills - Problem solving of activity-specific problems as well as client interaction/conflict - Conflict resolution and negotiation skills to resolve conflict that arises - Interpersonal skills to enhance interaction with clients - Communication, i.e., verbal, written and listening skills
Resource implications	- Physical resources - assessment of this unit of competency requires access to - groups of clients participating in a recreation or sport activity or persons within a recreation or sporting organisation - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as differences in client groups, this unit of competency must be assessed over the facilitation of an activity with a minimum of two (2) different groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to group facilitation
Context for assessment	- This unit of competency must be assessed in the context of facilitating 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 - This unit of competency should be assessed through the 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
1	2	2	2	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information directly from clients and from other sources relevant to the group activity • Communicating ideas and information - Clarifying ideas and sharing information between group members • Planning and organising activities - Planning appropriate group tasks in order to facilitate group goals • Working with teams and others - Facilitating and guiding group members participating in the activity • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving conflict and/or barriers to group progress • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

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 factors and issues relevant to the conflict 2.3 Demonstrate correct use of conflict resolution techniques to manage the conflict after consideration of the particular situation 2.4 Identify options for resolution 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	[all categories] • approaches to conflict resolution include ○ withdrawal ○ smoothing ○ compromise ○ forcing ○ confrontation ○ problem solving ▪ compromise ▪ majority vote ▪ arbitration
Conflict situations	[all categories] • situations may include ○ client complaints ○ conflicts among work colleagues ○ conflict between clients/participants
Factors related to conflict	[all categories] • factors contributing to conflict may include ○ opposing attitudes, values, beliefs ○ individual versus group goals ○ workload ○ stress ○ limited resources
Interpersonal skills	[all categories] • communication ○ verbal ○ non-verbal • questioning • listening • paraphrasing • negotiating • feedback

Options for resolution	[all categories] • win - win • win - lose • lose - lose
Workplace environment	[one category] • sectors of the sport and recreation industry ○ 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	- 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 - 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	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - 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 - Interpersonal skills - Participation in small informal work groups - Problem solving - Ability to gather, record, and convey information
Resource implications	- Physical resources - assessment of this unit of competency requires access to - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework

	(AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	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	- 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

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	-	3	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information objectively from all stakeholders involved in a conflict situation • Communicating ideas and information - Liaising with all stakeholders and presenting solution-focused ideas • Planning and organising activities - Not applicable • Working with teams and others - Collaboratively working with people and negotiating and consulting for a resolution • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving conflict and/or preventing conflict from arising in a workplace situation • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXGRO003A	PROVIDE LEADERSHIP TO GROUPS
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 to provide leadership to groups of clients within a sport and recreation context.

ELEMENT	PERFORMANCE CRITERIA
1 Demonstrate appropriate standards of performance	1.1 Ensure performance standards serve as a role model for others 1.2 Demonstrate a level of personal and professional integrity that promotes confidence and respect in others 1.3 Develop, monitor and achieve performance measures 1.4 Respond decisively to planned and unplanned events to achieve performance goals 1.5 Demonstrate an understanding and application of organisation goals, standards and values, in internal and external environments
2 Influence individuals and groups	2.1 Demonstrate appropriate interpersonal styles and methods that encourage and guide individuals/group to achieve goals and targets 2.2 Provide clearly communicated expectations, roles and responsibilities to individuals and groups 2.3 Recognise and encourage efforts and contributions of individuals and groups 2.4 Explain ideas and information in a clear and persuasive manner which gains the acceptance and support of the individual/group members 2.5 Demonstrate negotiation and conflict resolution strategies to resolve potential problems
3 Make decisions	3.1 Establish criteria and collate all relevant information in preparation for making decisions 3.2 Analyse options and assess their risks on the basis of substantiated evidence 3.3 Make a decision that is timely, taking into account the context and the impact on individuals/group 3.4 Develop plans to implement the decision(s) and attain agreement with the relevant individuals/group 3.5 Establish feedback processes to monitor the implementation and impact of the decision
4 Facilitate group decision-making	4.1 Assess situations to determine whether group decision-making is appropriate within time and activity constraints 4.2 Identify barriers to effective group decision-making and take steps to eliminate them 4.3 Facilitate the process for group decision-making and communicate consequences of group decision 4.4 Adopt a style of leadership that encourages individual input into group decision-making processes

5 Demonstrate appropriate <i>leadership</i> styles	5.1 Identify a range of <i>leadership</i> styles 5.2 Identify factors affecting the application of each style 5.3 Identify predominant personal <i>leadership</i> styles and take steps to expand the range of options 5.4 Demonstrate a <i>leadership</i> style appropriate to the group composition, situation and <i>workplace environment</i>

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
Barriers to group decision making	[all categories] • factors which may be a barrier to group decision making, including ○ attitude ○ conflict of interest ○ conflict between individual and group goals ○ personality clashes ○ poor communication skills ○ lack of group cohesion ○ lack of confidence ○ shyness ○ dominant personalities ○ phase of group formation ▪ forming ▪ storming ▪ norming ▪ performing ▪ adjourning
Conflict resolution strategies	[all categories] • types of conflict resolution strategies include ○ integration/collaboration ○ compromise ○ power/dominance ○ suppression/smoothing over ○ ignoring/non - involvement
Decision-making	[all categories] • factors that contribute to a decision making process may include but are not limited to ○ information gathering ○ risk assessment ○ clear criteria and outcomes • facilitation techniques that support group decision making include ○ client input ○ agreed goals and working guidelines ○ feedback and clarification

Groups	[two categories] • clients • volunteers • employees
Group composition	[all categories] • size • background of group members may include ○ gender ○ disability ○ culture ○ motivation
Leadership	[all categories] • leadership skills and knowledge ○ activity-specific ○ workplace performance standards • types of leadership styles including ○ autocratic (telling) ○ political (selling) ○ evaluative (testing) ○ participative (consulting) ○ democratic (joining) ○ laissez - faire • inter-personal skills in a leadership context include ○ democratic approach ○ communication based on collaboration ○ persuasive style ○ recognising individual and group contributions ○ establishing clear expectations
Work environment	[all categories] • varies with respect to ○ size of organisation ○ type of organisation ○ location ○ complexity ○ product/service range • internal and external environments • organisational goals

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of leadership styles, group dynamics, decision making and problem solving processes applied to different situations and client groups • Assessment of performance should be over the provision of leadership of an activity for a minimum of two (2) different groups, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ lead different client groups in an activity specific context ○ display personal and professional integrity ○ effectively respond to unexpected demands and pressures ○ handling of uncertainty and conflict in a positive manner ○ seeking of feedback regularly from others on own performance and acting on constructive criticism ○ use of self-diagnosis and continuous improvement processes to enhance the quality of personal performance ○ use clear and concise communication of information to colleagues, supervisors and clients ○ consistently perform to agreed outcomes ○ demonstration of an understanding of group dynamics ○ provision of leadership to the group in varying contexts and situations ○ use of a range of leadership styles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI007B Conduct a sport and recreation program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation
Required knowledge and skills	• Required knowledge ○ Legislative requirements, eg, duty of care ○ Occupational Health and Safety (OHS) responsibilities ○ Organisation policy and procedures ○ Relevant codes of practice/guidelines and ethics ○ Technical expertise in activity ○ Site/facility particulars ○ Activity aims and client goals ○ Group dynamics ○ Leadership styles ○ Decision making and conflict resolution processes • Required skills ○ Risk assessment

	○ Problem solving and conflict resolution ○ Interpersonal skills to achieve trust and empathy ○ Communication (verbal, written, listening skills) ○ Observation skills to identify sources of conflict, and emotional state of group ○ Negotiation skills to resolve conflict ○ Flexibility
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a minimum of two (2) different client groups participating in sport or recreation activities ○ other resources and information on activity and/or workplace policy and guidelines • 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) must ○ be competent in this unit but preferably be competent in the unit at the level above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as differences in leadership techniques and styles, this unit of competency must be assessed over the provision of leadership of an activity for a minimum of two (2) different groups, to ensure consistency of performance over the Range Statements and contexts applicable to providing leadership for a group
Context for assessment	• This unit of competency must be assessed in the context of leading 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

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	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting and analysing a range of information relevant to the client group and work context • Communicating ideas and information - Synthesising client input and communicating the ideas and information to the group • Planning and organising activities - Planning and organising activities based on group decision making and risk analysis • Working with teams and others - Leading client groups and liaising with other teams and persons • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving conflicts and facilitating group decision making • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

HOSPITALITY

HOS

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BSBCMN213A	PRODUCE SIMPLE WORDPROCESSED DOCUMENTS
HOS	Hospitality

DESCRIPTION: This unit covers preparation and production of short routine letters, notes, memos and records using word processing software.

This unit is related to BSBCMN107A Operate a personal computer, BSBCMN108A Develop keyboard skills and BSBCMN306A Produce business documents.

ELEMENT	PERFORMANCE CRITERIA
1 Use safe work practices	1.1 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user 1.2 Work organisation meets organisational and occupational health and safety requirements for computer operation 1.3 Energy and resource conservation techniques are used to minimise wastage in accordance with organisational and statutory requirements
2 Confirm document requirements	2.1 Document purpose, audience and presentation requirements are clarified with relevant personnel in accordance with organisational policy and procedures 2.2 Organisational requirements in relation to document style, storage and security requirements are identified
3 Produce documents	3.1 Text is entered, checked and amended in accordance with organisational and task requirements 3.2 Software functions are utilised for consistency of design and layout and document is formatted in accordance with organisational style and presentation requirements 3.3 Manuals, user documentation and on-line help are used to overcome problems with document presentation and production 3.4 Mailable document is previewed, adjusted and printed in accordance with organisational and task requirements 3.5 Documents are prepared within designated timelines, organisational requirements and Australia standards for speed and accuracy 3.6 Document is named and stored, in accordance with organisational requirements and the application exited without information loss/damage

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
Legislation, codes and national standards relevant to the workplace	[all categories] may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Organisational policy and procedures	[all categories] may include • log-on procedures • password protection • storage/location of data • standard formats • author's instructions • use of templates
Ergonomic requirements	[all categories] may include • workstations height and layout • chair height, seat and back adjustment • footrest • screen position • keyboard and mouse position • document holder • posture • avoiding radiation from computer screens • lighting • noise minimisation
Work organisation	[all categories] may include • mix of repetitive and other activities • rest periods • exercise breaks

Conservation techniques	[all categories] may include • double-sided paper use • re-used paper for rough drafts (observing confidentiality requirement) • disposing of non-confidential waste paper in recycling bins • utilizing power-save options for equipment
Documents	[all categories] may include • memos • faxes • letters • standard form letters • labels • envelopes • agendas • minutes • briefing papers • short reports • simple one-page flyers
Software functions	[all categories] may include • default settings • page setup • paragraph formatting • text formatting • tabs • line spacing • page numbers • headers/footers • spell check • indent • grammar check • document protection
Formatting	[all categories] may include • page orientation • margins • company logo/letterhead • columns • enhancements to text colour, size, orientation • enhancements to format borders, patterns and colours • alignment on page

	headers/footers
Designated timelines	[all categories] may include - timeline agreed with supervisor/person requiring document/s - timelines agreed with internal/external client - organisation timeline, eg, deadline requirements
Printing	[all categories] may include - printer setup - whole document - specified pages - odd or even pages - multiple copies
Naming and storage of documents	[all categories] may include - file names which are easily identifiable in relation to the content - file/directory names which identify the operator, author, section, date, etc - file names according to organisational procedure, eg, numbers rather than names - storage in folders/sub-folders - storage on hard/floppy disc drives, CD ROM, tape backup - organisation policy for backing up files - organisation policy for filing hard copies of documents - filing locations - security - authorised access
Checking	[all categories] may include - proofreading - accuracy of information - spelling, electronically and manually - grammar - consistency of layout - ensuring instructions with regard to content and format have been followed

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to ○ integrate demonstration of all elements of competency and their performance criteria ○ demonstrate knowledge of simple word processing functions ○ demonstrate knowledge of standard document layout ○ demonstrate knowledge of simple document design principles ○ demonstrate knowledge of organisational requirements for simple wordprocessed documents
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following units(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ At this level the learner must demonstrate basic operational knowledge in a moderate range of areas ○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of the purposes of and the uses and function of wordprocessing software ○ Organisational requirements for ergonomics, work periods and breaks and conservation techniques ○ Formatting styles and rules of the organisation's style guide ○ Effect of formatting on readability and appearance of documents • Required skills ○ Keyboarding and technology skills ○ Literacy skills for reading and understanding the organisation's procedures ▪ Using basic models to produce a range of correspondence ▪ Using page layout to support text structure ○ Proofreading and editing skills for checking own work and re-reading for accuracy against original ○ Communication including questioning and clarifying ○ Problem solving skills to solve routine problems ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources – assessment of this competency requires access to - Workplace reference materials such as style guides - Computer equipment with wordprocessing software - English dictionary - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations - Competency in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of leisure and recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - Competency is demonstrate by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - This unit of competency should be assessed through the 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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – To meet organisational requirements • Communicating ideas and information – Through well-designed business documents • Planning and organising activities – To meet designated timelines • Working with teams and others – To determine document purpose and audience • Using mathematical ideas and techniques – To determine spatial design requirements • Solving problems – Using manuals and on-line help • Using technology – To produce word processing documents Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHADG01B	ANALYSE AND REPORT ON GAMING MACHINE DATA
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to analyse and report on gaming machine operations within a hospitality venue. It relates to the gaming machine reports generated for management by operational staff. These tasks are generally undertaken by a senior gaming attendant or supervisor.

ELEMENT	PERFORMANCE CRITERIA
1 Obtain gaming machine data	1.1 Obtain data in accordance with enterprise procedures and legislative requirements 1.2 Record data using the correct methods and terminology in accordance with enterprise procedures and legislative requirements
2 Analyse data	2.1 Analyse data in accordance with enterprise procedures and legislative requirements 2.2 Perform cash flow analysis according to the correct mathematical equation including metered information and cash flow 2.3 Evaluate variances and identify possible causes in accordance with legislative requirements and enterprise procedures
3 Prepare reports	3.1 Prepare reports accurately and present them to the appropriate person in accordance with industry/enterprise standards and legislative requirements

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
Gaming machines and systems	may include • stand-alone gaming machines • stand-alone progressive jackpot machines • multi-terminal machines • link progressive systems including ○ bonus (random) link systems ○ combination dependent systems ○ progressive/stand alone jackpots systems where appropriate ○ inter-venue progressive jackpot link systems ○ hyperlink • player loyalty systems • data retrieval systems
Data retrieval systems	may be • manual • electronic • accounting (header and venue specific types) • promotional
Types of gaming machine analysis and reports	may include • cash flow analysis • net revenue analysis and profit variance • meter comparison report • history reports (net revenue analysis and profit variance) • stand alone progressive and link progressive jackpot system reconciliations • reports to enterprise management • profit reports and declarations • duty calculations and returns
Data	may include • gross results of a gaming machine's operation (meter readings and their increments) • operational data of a gaming machine (clearances, payouts and hopper weigh amounts) • cash flow (machine specifications and link progressive jackpot configurations)

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to analyse and report on gaming machine data - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment - In particular, assessment must confirm the ability to - accurately analyse and report on gaming machine data for a range of different games as appropriate to industry sector and enterprise - demonstrate awareness of security issues and compliance with security procedures - demonstrate compliance with legislative and licensing requirements
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSBADM309A Process accounts payable and receivable - THHBG01B Attend gaming machines - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHADG03B Provide responsible gambling services - THHADG02A Develop and manage gaming activities
Required knowledge and skills	- Required knowledge - Basic requirements of relevant State/Territory legislation including - requirements for record keeping, analysis and reporting on the operation of gaming machines and subsidiary equipment - requirement for responsible provision of gambling services including procedures for self-exclusion of problem gamblers - general license requirements - licensing of repairers, service consultants and machine managers - general accounting requirements - fees, taxes and levies - Mathematical design and reconciliation of all link systems - Mathematical and analytical concepts relevant to gambling - Working knowledge of a computerised gaming machine program - Required skills - Demonstration of skills in analysing and reporting on gaming machine data for multiple gaming machines

Resource implications	- Physical resources - assessment of this competency requires access to - operational gaming machines and gaming equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - demonstration of skills using operational gaming machines and gaming equipment - demonstration of skills in analysing and reporting on gaming machine data for multiple gaming machines on multiple occasions - This unit of competency should be assessed through the 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 location”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons - Assessment methods must be chosen to ensure that operation of a gaming location can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skill. The following examples are appropriate for this unit - evaluation of reports and gaming data analysis completed by candidate - oral or written questions to assess knowledge of gaming legislation and enterprise procedures - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Obtaining and analysing gaming machine data, evaluating variances • Communicating ideas and information - Completing reports on gaming machine data or outcomes • Planning and organising activities - Planning the appropriate time for data collection, developing routines and schedules for data collection and analysis • Working with teams and others - Working with other gaming and management staff • Using mathematical ideas and techniques - Checking and analysing data • Solving problems - Identifying variances in data analysis, determining reason and rectifying the problem • Using technology - Accessing data from gaming machines, using computer applications for processing reports Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHADG03B	PROVIDE RESPONSIBLE GAMBLING SERVICES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to satisfy the relevant State/Territory legislative requirements and codes of practice to provide responsible gambling services and to provide information and assistance to customers. In some States and Territories this is referred to as responsible conduct of gambling (RCG). This unit is appropriate for all staff working in a gambling environment. Those developing training to support this unit must undertake consultation with the relevant State/Territory licensing authority.

ELEMENT	PERFORMANCE CRITERIA
1 Provide responsible service of gambling	1.1 Follow procedures in accordance with relevant State/Territory legislation and industry/enterprise policy 1.2 Communicate with appropriate personnel on gambling-related incidents or situations and compliance with legislation and industry/enterprise policy 1.3 Maintain accurate records of gambling-related incidents and related staff action in accordance with industry/enterprise policy and procedures 1.4 Ensure gambling environmental features support responsible gambling policies
2 Provide information and assistance to customers about gambling	2.1 Provide accurate player information to customers 2.2 Respond appropriately to requests for information 2.3 Follow procedures for self-exclusion requests in accordance with legislation, industry/enterprise policy and confidentiality/privacy requirements 2.4 Display signage and information related to responsible gambling in appropriate places visible to players according to industry/enterprise and legislative requirement 2.5 Provide information on available support services in accordance with confidentiality/privacy requirements, industry/enterprise and legislative requirements

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
Responsible Service of Gambling	may vary from - state to state may also be referred to as - Responsible Service of Gaming (RSG) - Responsible Conduct of Gambling (RCG)
Gambling	is defined as the staking of money on uncertain events driven by chance
Gambling activities and systems	may include - Keno/lottery games - Totalisator Agency Board - Electronic gaming machines - Multi-terminal gaming machines (mtgms) - Link progressive jackpot systems - Sports betting - Table games
Gambling environmental features	include - signage - lighting - clocks - automatic teller machines (atms) - availability of natural light - strategies to indicate the passage of time - strategies to encourage breaks in play - advertising and promotional materials and activities - positioning of machines, change machines and equipment
Procedures for responsible service of gambling	may include - provision of information - posting of signage in appropriate locations - implementing exclusion procedures - appropriate environmental features - responsible practices such as offering a cooling off period or payment of large sums by cheque

Player information	may include • availability of counselling services • chances of winning and probability • range of game types and how the games work • availability of responsible gambling pamphlets
Signage and information	may cover • problem gambling • house policy • venue code of practice • responsible gambling initiatives
Gambling-related incidents or situations	include • requests for exclusion or assistance • underage gambling • refusal of credit • disputes or complaints • involvement of families and friends • impact of alcohol • attempts to breach exclusion
Indicators of problem gambling	based on the following • customer behaviour, moods and responsiveness • amount spent • frequency and length of visits
Exclusion	depending on the particular State/Territory policy or legislative requirements • venue exclusion • self-exclusion • third party exclusion
Self-exclusion	refers to where the customer • has identified a problem with gambling and • has asked to be barred from gaming or to have limited access
Suitable behavioural responses by staff to persons affected by problem gambling	involve the following as appropriate • referral to a colleague, supervisor or manager according to scope of responsibility • initiating exclusion processes when requested by customer • referring to counsellors or support services
State/Territory legislation and industry/enterprise policy	refers to • relevant state/territory gaming legislation and regulations • relevant state/territory licensing authority regulations and policies

	• industry codes of practice • house policies
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of providing responsible gambling services and information and assistance to customers • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate knowledge of the current and relevant State/Territory legislation and industry/enterprise policies and procedures in relation to responsible service of gambling ○ deal tactfully with requests for exclusion or counselling services
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Requirements of relevant State/Territory legislation and codes of practice in specific relation to responsible gambling practices, reason for legislation and philosophy of harm minimisation ○ Profile of gambling industry including size and impacts of gambling ○ Social and economic costs and benefits of gambling ○ Reasons for and social impacts of gambling problems ○ Indicators of problem gambling ○ Available counselling services and referral procedures ○ Requirements for responsible advertising and promotion where applicable and within scope of job responsibility • Required skills ○ Suitable staff behavioural responses to persons affected by problem gambling and relevant industry codes of practice
Resource implications	• Physical resources - assessment of this competency requires access to ○ gambling-related situations found in a gambling/gaming environment • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - the opportunity to respond to a range of typical gambling-related situations found in a gambling/gaming environment - This unit of competency should be assessed through the 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 location", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons - Assessment methods must be chosen to ensure that the knowledge and skills required to provide responsible gambling services can be practically demonstrated. The following examples are appropriate for this unit - direct observation of the candidate providing information to customers - role-play to demonstrate appropriate interpersonal skills - case studies or problem solving to assess the application of knowledge to various situations and contexts - oral or written questions to assess knowledge of gaming legislation/codes of practice and industry/enterprise procedures - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	2	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Accessing information on legislative and licensing requirements, understanding and applying policies and procedures on gambling activities • Communicating ideas and information - Providing information and assistance to customers • Planning and organising activities - Planning and supplying literature and signage in suitable places • Working with teams and others - Working with bar and other staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with identified persons affected by problem gambling who request exclusion • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBF00B	CLEAN AND TIDY BAR AREAS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to provide general assistance in a bar area. It reflect the role of a bar 'bar useful'.

ELEMENT	PERFORMANCE CRITERIA
1 Clean bar and equipment	1.1 Clean bar surface and equipment in accordance with enterprise standards and hygiene regulations, in consultation with other bar attendants and with minimum disruption to bar operations 1.2 Operate equipment in accordance with manufacturer's instructions 1.3 Check the conditions of utensils and glassware during the cleaning process for dirty or damaged items 1.4 Safely dispose of broken and cracked items and other waste in accordance with enterprise procedures and environmental considerations
2 Clean and maintain public areas	2.1 Identify public areas which require cleaning or maintenance promptly and take appropriate action 2.2 Clear empty and unwanted glasses on a regular basis with minimum disruption to customers 2.3 Clean and prepare tables and public areas hygienically in accordance with enterprise requirements 2.4 Interact with customers, where appropriate, to enhance customer service

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
Bar surfaces and equipment	may include • service counters • beer, wine and post mix service points • refrigeration equipment • ice machines • blenders • coffee machines • utensils • glassware • food container for garnishes, chips • glass washing machines
Public areas	may be indoor or outdoor • bar areas • restaurants areas • function areas • gaming areas
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient skills and knowledge required to provide general assistance in a bar area - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - maintain the cleanliness and tidiness of bar area during normal operating conditions within appropriate timeframes - follow enterprise bar cleaning procedures safely and hygienically
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGHS01B Follow workplace hygiene procedures - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHBFB01B Operate a bar
Required knowledge and skills	- Required knowledge - Operation of bar equipment including glass water - Hygiene issues specific to bar operations - Requirements of the relevant State/Territory Liquor Act in relation to general licensing requirements and responsibilities of individual staff members - Requirements of the Health Act in relation to basic hygiene requirements in bar areas - Required skills - Safe and appropriate use of cleaning equipment and chemicals - Logical and efficient work flow
Resource implications	- Physical resources - assessment of this competency requires access to - a fully-equipped bar including current industry equipment - an appropriate range of cleaning equipment and chemicals - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ access to a fully-equipped bar including current industry equipment ○ access to an appropriate range of cleaning equipment and chemicals ○ industry-realistic conditions such as typical customer bar staff ratios and time constraints • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that cleaning and maintenance of bar and public areas 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 cleaning and maintaining bar area and/or public area ○ written or oral questions to test knowledge of hygiene, relevant legislation and Occupational Health and Safety issues ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Responding to instructions and requests seeking out and reviewing information on hygiene, health and safety • Communicating ideas and information - Reading instructions on equipment and cleaning materials, communicating with other members of the bar team and customers • Planning and organising activities - Planning, organising and prioritising tasks • Working with teams and others - Working co-operatively with other members of the bar team • Using mathematical ideas and techniques - Calculating quantities for cleaning materials • Solving problems - Dealing with minor problems such as spillages and stains • Using technology - Using cleaning equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB01B	OPERATE A BAR
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to carry out bar operations in a range of hospitality enterprises. It reflects the role of a bar attendant.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare bar for service	1.1 Set up bar display and work area in accordance with enterprise requirements and style of bar service 1.2 Check and restock bar products and materials where necessary, completing any required documentation 1.3 Store all items in the correct place and at the correct temperature 1.4 Prepare a suitable range of decorations, coasters and edible and non-edible garnishes and stock, in accordance with enterprise requirements
2 Take drink orders	2.1 Take orders and either note or memorise correctly 2.2 Check products and brand preferences with the customer in a courteous manner 2.3 Advise customers on a selection of drinks and make recommendations where requires 2.4 Identify any specific customer preferences 2.5 Receive and process customer payments
3 Prepare and serve drinks	3.1 Serve drinks promptly and courteously, in accordance with customer preferences , using required glassware and garnishes 3.2 Prepare drinks in accordance with legal and enterprise standards, using the correct equipment, ingredients and correct standard measures 3.3 Prepare non-alcoholic beverages and serve according to customer preference 3.4 Minimise wastage and spillage 3.5 Check beverage quality during service and take corrective action when required 3.6 Report beverage quality issues promptly to the appropriate person 3.7 Provide tray service when appropriate, in accordance with enterprise procedures 3.8 Attend to any mishaps , promptly and safely
4 Close down bar operations	4.1 When appropriate, shut down equipment in accordance with enterprise safety procedures and manufacturer's instructions 4.2 Clear, clean or dismantle bar areas in accordance with enterprise procedures 4.3 Store any left over garnishes which are suitable for storage, hygienically and at the correct temperature 4.4 Check and re-order stock in accordance with enterprise procedures 4.5 Set up bar correctly for next service, ensuring equipment, stock and glasses are in the correct place 4.6 Where appropriate, conduct a handover to incoming bar staff, and share relevant information

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
Bar service must include the preparation and service of a range of drinks	including • a variety of mixed drinks and basic cocktails • beers • spirits • wines • non-alcoholic beverages • fortified drink
Bar service	will vary but may include set-up requirements and procedures for • dry till • inclusive packages • cash drinks • set limits • pre-set drinks • open bar
Non-alcoholic beverages	may include • tea • coffee • carbonated drinks • juices • frappes and "mocktails" (non-alcoholic cocktails)
Specific customer preferences	may relate to • ice • garnishes • glassware • mixers • temperature • strength
Bar products and materials	may include • different types of alcoholic and non-alcoholic beverages • garnishes, both edible and non-edible • accompaniments • serviettes • coasters • bar towels

	display items, including brochures, bar menus, price lists and other promotional materials
Equipment	may include - blenders, vitamisers, juicers and shakers - coffee-making equipment - cleaning equipment - refrigeration equipment - utensils - glass washers - beer reticulation equipment - post mix systems - ice machines - manual and electronic cash registers, credit and electronic funds transfer point of sale equipment
Relevant information	may include - current customer information (eg, preferences, any problems etc) - issues relating to beverage quality - stock requirements
Mishaps	may include - spillages - breakages
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of bar operations in a range of hospitality enterprises - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - set up and operate in accordance with established procedures and systems under normal conditions - use accurate measures and appropriate glassware for drinks - prepare a range of standard drinks, both alcoholic and non-alcoholic
Interdependent assessment of unit	- This unit must be assessed after attainment of competency in the following unit(s) - BSBADM309A Process accounts payable and receivable - THHGHS01B Follow workplace hygiene procedures - THHBFB00B Clean and tidy bar areas - THHBFB09B Provide responsible service of alcohol - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHADFB03B Prepare and serve cocktails
Required knowledge and skills	- Required knowledge - Requirements of the relevant State/Territory Liquor Act in relation to service of alcohol (please note that this should be covered by completion of Unit THHBFB9B Responsible service of alcohol) - Hygiene issues of specific relevance to beverage service - Different types of bars and bar service including those relevant to functions - Typical bar equipment including dispensing systems, ice machines, refrigeration, glass washers - Major types of beverages and their characteristics including beer, spirits, mixed drinks, soft drinks, wines and fortified drinks and an overview of commonly-requested cocktails - Waste minimisation techniques and environmental considerations in specific relation to bar operations - Required skills - Preparation and serving techniques for a basic range of drinks including tea and coffee
Resource implication	- Physical resources - assessment of this competency requires access to - fully-equipped bar, including-current equipment and actual products/ingredients - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency of performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ access to a fully equipped bar, including industry-current equipment and actual products/ingredients ○ work activities under industry-realistic conditions such as typical customer/bar staff ratios and time constraints ○ interaction with others to demonstrate appropriate customer service skills • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that the operation of a bar 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 operating the bar under normal operating conditions ○ written or oral questions to test knowledge of drink recipes, relevant legislation and Occupational Health and Safety issues ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2	1	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reading current industry literature such as magazines, legislation and promotional materials • Communicating ideas and information - Communicating with other members of the bar team and other departments/sections • Planning and organising activities - Preparing a bar for service, ensuring adequate stocks are available • Working with teams and others - Working with other bar staff and staff from other sections • Using mathematical ideas and techniques - Calculating costs and change • Solving problems - Dealing with beer reticulation problems • Using technology - Using the cash register and computerised systems Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB02B	PROVIDE A LINK BETWEEN KITCHEN AND SERVICE AREAS
HOS	Hospitality

DESCRIPTION: This unit with the skills and knowledge required to provide general assistance in food and beverage service operations where the staff who take orders are supported by others who deliver food to and collect used items for a service point. It reflects the role of the 'food runner' in food and beverage operations.

ELEMENT	PERFORMANCE CRITERIA
1 Liaise between kitchen and service areas	1.1 Attend to and monitor kitchen service points to ensure prompt pick up of food items 1.2 Check quality of food in accordance with enterprise standards 1.3 Check serviceware for chips, marks, spills and drips 1.4 Carry plates and/or trays safely and according to industry/enterprise standards 1.5 Transfer and place food promptly and correctly at the appropriate service point, in accordance with enterprise procedures and safety requirements 1.6 Advise colleagues promptly about readiness of items for service 1.7 Identify any additional items required from the kitchen, through monitoring of service areas and consultation with other service colleagues
2 Clean and clear food service areas	2.1 Remove used items promptly from service areas and safely transfer them to the appropriate location for cleaning 2.2 Dispose of leftover food and disposables , in accordance with hygiene regulations and enterprise practice 2.3 Dispose of recyclable items in accordance with local regulations and enterprise practice

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
Service areas	may include • waiting stations, both stationary and mobile • buffet areas • kitchen service areas • room service collection areas
Serviceware	may include • plates and bowls • platters • service utensils • glassware • over to tableware • lids and covers • condiment containers • flatware
Enterprise procedures and safety requirements	may include • occupational health and safety legislation • food hygiene legislation • policies and procedures
Leftover food and disposables/recyclables	may include • paper products such as serviettes, cardboard • chopsticks • toothpicks • bottles • plastics • linen

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of service operations in food and beverage for the provision of general assistance in kitchen and service areas • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability ○ maintain the cleanliness and tidiness of the food service including dealing with disposables and recyclables ○ follow established legislative, enterprise and Occupational Health and Safety procedures in the handling and carrying of food
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGHS01B Follow workplace hygiene procedures • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHCOR01B Work with colleagues and customers ○ THHCOR02B Work in a socially diverse environment ○ THHBFB08B Provide room service
Required knowledge and skills	• Required knowledge ○ Typical workflow structures within food and beverage service location ○ Roles and responsibilities of those in the food service team ○ Hygienic and appropriate personal presentation ○ Relevant legislation relating to Occupational Health and Safety and food hygiene ○ Enterprise recycling requirements • Required skills ○ Ordering and service procedures for the enterprise ○ Plate carrying and clearing techniques
Resource implications	• Physical resources - assessment of this competency requires access to ○ a fully-equipped kitchen/dining area including industry-current equipment • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for performance	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - access to a fully-equipped kitchen/dining area including industry current equipment - industry-realistic conditions such as typical ratios of wait staff to food runners and typical timeframes for the preparation and service of meals - This unit should be assessed through the 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 - Assessment methods must be chosen to ensure that linkages between kitchen and food service points can adequately supported and maintained. Method 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 delivering food items and cleaning food service areas - written and oral questions to test knowledge of hygiene, relevant legislation, Occupational Health and Safety issues and menu items - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Responding to instruction and requests, reading information provided • Communicating ideas and information - Reading instructions on equipment and cleaning materials, notifying service staff that meals are available for collection, responding to customer queries • Planning and organising activities - Ensuring meals are collected and taken to appropriate service locations, clearing used service ware and dealing with disposables and recyclables • Working with teams and others - Working co-operatively with kitchen and service staff • Using mathematical ideas and techniques - Counting stock items • Solving problems - Identifying and correcting quality deficiencies in service ware • Using technology - Using computerised stock control or menu ordering system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB03B	PROVIDE FOOD AND BEVERAGE SERVICE
HOS	Hospitality

DESCRIPTION: This unit deals with skills and knowledge required to provide food and beverage service to customers in a range of hospitality industry enterprises. It reflects the role of a waiter or food and beverage attendant and may apply to different styles of service. This unit does not focus on the basic product knowledge about food and beverage which is found in the unit THHBFB11B Develop and update food and beverage knowledge. Unit THHBFB04B Provide table service of alcoholic beverages covers detailed knowledge of wine.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare dining/restaurant area for service	1.1 Check dining/restaurant area and customer facilities for cleanliness prior to service, in accordance with enterprise procedures, and where required, take corrective actions 1.2 Prepare and adjust the dining environment to ensure comfort and ambience for customers, as appropriate 1.3 Set up furniture in accordance with legislative and enterprise requirements, bookings, customer requests and customers/staff convenience and safety 1.4 Check tables and table settings for stability and customer and service personnel access 1.5 Check and prepare equipment for service 1.6 Verify menu variations and daily specials with kitchen staff
2 Prepare and set tables	2.1 Set tables correctly and in accordance with enterprise standards, required timeframes and/or special customer requests 2.2 Dress tables according enterprise, industry and any special requirements 2.3 Check cleanliness and condition of tables and all table items, prior to service 2.4 Remove, clean or replace items not meeting enterprise standards
3 Welcome customers	3.1 Welcome customers on arrival, in accordance with enterprise customer service standards 3.2 Check details of reservations where appropriate 3.3 Offer available pre-meal services to customers 3.4 Escort and seat customers according to table allocation 3.5 Present menus and drinks lists to customers, in accordance with enterprise standards 3.6 Provide information to customers, giving clear explanations and descriptions
4 Take and process orders	4.1 Take orders accurately, with minimal disruption to customers 4.2 Record orders legibly, using the format required by the enterprise, and convey them promptly to the kitchen and/or bar 4.3 Make recommendation and suggestions to customer to assist them with drink and meal selections 4.4 Answer customer questions on menu items correctly and courteously 4.5 Relay information about any special requests or dietary or cultural requirements accurately to kitchen where appropriate 4.6 Seek information from the kitchen or other appropriate person, where answers are unknown 4.7 Operate ordering systems correctly, in accordance with enterprise procedures 4.8 Provide and adjust glassware, service ware and cutlery, suitable for menu choices, in accordance with enterprise procedures

5 Serve and clear food and drinks	5.1 Collect food and beverages selections promptly from service areas, check them for presentation and convey them to customers safely 5.2 Monitor flow of service and meal delivery 5.3 Recognise and follow up promptly, any delays or deficiencies in service 5.4 Advise and reassure customers about any delays and problems 5.5 Serve food and beverage courteously and to the correct person, in accordance with enterprise standards and hygiene requirements 5.6 Check customer satisfaction at the appropriate time 5.7 Offer additional food and beverage at the appropriate times and order and serve them accordingly 5.8 Clear tables of crockery, cutlery and glassware at the appropriate time and with minimal disruption to customers 5.9 Organise and present account to customers on request 5.10 <i>Process account in accordance with enterprise procedures</i> 5.11 Farewell guests courteously from the restaurant/dining area
6 Close down restaurant/dining area	6.1 Store and/or prepare equipment for the next service, in accordance with enterprise procedures 6.2 Clear, clean or dismantle area in accordance with enterprise procedures and safety requirements 6.3 <i>Set up</i> area correctly <i>for the next service</i>, in accordance with enterprise procedures and requirements 6.4 Review and evaluate services with colleagues, where appropriate, identifying possible improvements 6.5 Provide handover to incoming restaurant colleagues and share any relevant information

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
Equipment	may include • glassware • crockery • cutlery • linen • condiments • tea and coffee making facilities • chairs • tables • menus and wine lists • display materials • manual and electronic cash registers • computerised ordering systems • electronic funds transfer point of sale (EFTPOS) equipment
Styles of service	may include • table d'hote • a la carte • buffet • function • breakfast or tea and coffee service
Dining environment	may include • lighting • room temperature • music • floral and other decorations • privacy • background noise
Table dressing	may include • linen presentation, including table cloths, overlays and napkins • paper overlays and napkins • placemats • glassware • service ware • flatware • floral arrangements

Pre-meal services available to customers	may include • bar service • lounge and waiting areas • valet service
Information provided to customers	may include • menu choices and options • information about food and beverages • specials • information about the location or area • location of customer facilities
Set up for next service	may include • polishing flatware and glassware • placing service ware, flatware and glassware in allocated storage areas • resetting and dressing tables • cleaning equipment such as coffee machine and bains marie • general cleaning of restaurant and customer facilities • cleaning of surfaces
Processing accounts will vary according to enterprise procedures	may include the following • depositing money in cash register, processing and giving change • processing credit cards or electronic funds transfer point of sale • handing to other person to process
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the provision of food and beverage service to customers in a range of hospitality industry enterprises • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ provide complete service within a restaurant or dining area in accordance with established systems and procedures ○ interact positively with customers ○ monitor the service process ○ demonstrate knowledge of Occupational Health and Safety requirements and demonstrate safe practices
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGHS01B Follow workplace hygiene procedures ○ THHBFB02B Provide a link between kitchen and service areas • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHBFB11B Develop and update food and beverage knowledge ○ THHBFB04B Provide table service of alcoholic beverages ○ THHBFB10B Prepare and serve non alcoholic beverages ○ THHADFB07B Provide silver service ○ THHGFA01B Process financial transactions ○ THTFME09A Develop and update knowledge of protocol
Required knowledge and skills	• Required knowledge ○ Typical workflow structure for service within a food and beverage service environment ○ Ordering and service procedures ○ Typical food and beverage services styles and types of menus used in different hospitality contexts including buffet, tray, plate and silver service ○ Typical industry room and set-ups for different types of functions including furniture, seating and decoration ○ Knowledge of menus as appropriate to enterprise ○ Hygiene and safety issues of specific relevance to food and beverage service ○ Waste minimisation techniques and environmental considerations in specific relation to food and beverage service • Required skills ○ Plate clearing and carrying techniques ○ Dressing and setting tables for a range of different functions, service styles and service periods ○ Range and usage of standard restaurant equipment

Resource implications	- Physical resources - assessment of this competency requires access to - a fully-equipped dining room or restaurant, including industry-current equipment - actual food items and meals - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - access to a fully-equipped dining room or restaurant, including industry-current equipment and actual food items and meals - presence of industry-realistic conditions such as commercial ratios of customers to staff, need to work within time constraints and to deal with typical issues such as late bookings, no-shows, walk-ins and menu changes - provision of integrated food and beverage service during a typical service period - This unit should be assessed through the 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 - Assessment methods should be chosen to ensure that provision of integrate food and beverage service 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 preparing the restaurant for service, providing service to customers and closing down the restaurant/dining room - direct observation of the candidate undertaking specific tasks such as dressing or setting tables - written or oral questions to test knowledge of sequence of service, typical problems, menu items and beverage selections - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Identifying menu items and specials, checking customer bookings • Communicating ideas and information - Explaining menu items and providing suggestions to customers • Planning and organising activities - Setting up tables for service, allocating tables to customers • Working with teams and others - Co-operating with colleagues, assigning staff to tables • Using mathematical ideas and techniques - Calculating customer accounts • Solving problems - Re-arranging tables to suit customer needs, advising menu changes and availability, dealing with under or over-booking situation • Using technology - Operating cash registers and electronic funds transfer point of sale (EFTPOS) machines Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB04B	PROVIDE TABLE SERVICE OF ALCOHOLIC BEVERAGES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to advise on and serve a range of bottled and pre-poured alcoholic beverages within a hospitality setting. It covers general knowledge of and service of all alcoholic beverages, including wines. This unit is related to the unit THHBFB11B Develop and update food and beverage knowledge which also covers general information on beverages. Specialist knowledge and service of wines is found in the unit THHADFB02B Provide specialist wine advice. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local industry employers.

ELEMENT	PERFORMANCE CRITERIA
1 Advise customers on alcoholic beverages and take orders	1.1 Provide general information on alcoholic beverages and served by the enterprise 1.2 Offer drinks and wine lists to customer, using correct terminology and pronunciation to describe beverages 1.3 Offer advice and recommendations on beverage choices to customers, courteously, and when appropriate 1.4 Promote products and drinks to customers in accordance with preferences and enterprise requirements 1.5 Assist customer in selection of food and wine combinations, when appropriate 1.6 Take customer orders accurately and verify selection with the customer
2 Serve alcoholic beverages	2.1 Store alcoholic beverages appropriately according to enterprise practices 2.2 Select beverages and check both temperature and presentation of bottle prior to serving 2.3 Select appropriate glassware and other equipment for beverage service, according to enterprise requirements 2.4 Prepare and place glassware in accordance with enterprise and/or industry standards 2.5 Load, carry and unload trays where required, safely and avoiding spillage 2.6 Present beverages selected by customers to verify, where appropriate 2.7 Open and serve beverages correctly, safely and without spillage 2.8 Pour beverages as required according to enterprise and/or industry protocol 2.9 Respond to customer complaints about quality of beverages according to enterprise procedures 2.10 Refill glasses where appropriate during service, with minimal disruption to customers 2.11 Remove used and unused glassware from tables at the appropriate time and in the correct manner

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
Alcoholic beverages	may include • wines (still, sparkling and fortified) • beers • liqueurs • aperitifs • cocktails
General information on alcoholic beverages to be provided to customers	may include • suitable drinks before and after a meal • suggested basic wine and food combination • typical wines and growing areas, grape varieties, characteristics • typical beers, place of origin and characteristics • characteristics of spirits, liqueurs and aperitifs and appropriate mixers • range of cocktails
Responding to complaints about wines and other beverages	may include the need to consider • visual appeal • smell • taste
Enterprise practices for storage	may relate to • refrigeration • shelving/cellaring • vertical or horizontal storage
Items and equipment for beverage service at the table	may include • ice buckets • stands • openers and wine knives • napkins • glassware appropriate to beverage and style • wine lists

Preparation of glassware	may include • checking for cracks and chips • polishing • table placement • placing in storage
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to advise on and serve a range of bottled and pre-poured alcoholic beverages within a hospitality setting • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ correctly serve as range of alcoholic drinks at the table within enterprise acceptable timeframes ○ demonstrate provisions of professional and courteous advice on beverage selection
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGHS01B Follow workplace hygiene procedures ○ THHBFB09B Provide responsible service of alcohol • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHBFB03B Provide food and beverage service ○ THHBFB10B Prepare and serve non alcoholic beverages ○ THHBFB11B Develop and update food and beverage knowledge ○ THHGFA01B Process financial transactions
Required knowledge and skill	• Required knowledge ○ General knowledge of wines in relation to ▪ major Australian and international wine types ▪ compatibility of major Australian and international wine styles with different types of food ▪ general features of wine from the major Australian wine producing areas ○ Major international wines commonly sold in Australia, eg, chianti, champagne ○ Main grape varieties and wine types including ▪ red, eg, cabernet sauvignon, shiraz, pinot noir, merlot ▪ white, eg, semillon, sauvignon blanc, gewürztraminer, riesling, chardonnay ▪ blended wines, eg, cabernet sauvignon/merlot, semillon/sauvignon blanc ▪ sparkling wines ▪ poplar fortified wines, eg, sherry, port, muscat, vermouth, tokay, marsala ○ Content of beverage labels including wines ○ General knowledge of beers and spirits in relation to ▪ flavour and characteristics ▪ differences between Australian and imported products ▪ knowledge of glassware required for different types of beverages ○ Safety issues in relation to table service of beverages ○ Flow of service within food and beverage service environment according to enterprise practices

	○ Requirements of the relevant State/territory Liquor Act in relation to service of alcohol (please note that this should be covered by completion of Unit THHBFB9B Responsible service of alcohol) ○ Hygiene issues of specific relevance to table service of beverages • Required skills ○ Preparation of glassware including ▪ checking for chips and cracks ▪ polishing ▪ placement on table ▪ placing in storage ○ Beverage serving techniques for appropriate range including ▪ bottled beer ▪ bottled wine ▪ spirits ▪ liqueurs
Resource implications	• Physical resources - assessment of this competency requires access to ○ fully-equipped operational restaurant, bar or cellar • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency of performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for performance	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of skills within a fully-equipped operational restaurant, bar or cellar ○ industry-realistic conditions such as typical customer/beverage attendant ratios and time constraints ○ opening and serving of beverages which require the application of different techniques, eg, sparkling and still wines ○ provision of beverage service during a complete service period • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that table service of a variety of alcoholic beverages 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 providing table service of a variety of alcoholic beverages ○ written or oral questions to test knowledge of wine styles, wine service techniques and food and beverage combinations ○ review of portfolio of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reading wines and other beverage labels • Communicating ideas and information - Explaining wine suggestions or specials to customers and notifying customers of available aperitifs and variety of beers and spirits • Planning and organising activities - Serving multiple alcoholic beverages to a large table of people • Working with teams and others - Coordinating the service of alcoholic beverages with dining and restaurant staff • Using mathematical ideas and techniques - Calculating customer accounts • Solving problems - Resolving a customer complaint that the wine is "off", correcting a situation where a bottle of wine has not had the cork removed correctly • Using technology - Using an electronic ordering system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBF05B	OPERATE CELLAR SYSTEMS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to operate dispensing and quality control systems within a cellar. It reflects the role of a cellar person.

ELEMENT	PERFORMANCE CRITERIA
1 Operate and maintain bulk dispensing system	1.1 Operate bulk dispensing systems correctly in accordance with manufacturer's instructions and safety requirements 1.2 Monitor temperature, carbonation and pump pressure 1.3 Hygienically clean connectors, extractors and heads 1.4 Clean pumps, service points and guns hygienically 1.5 Set up nitrogen and integrated systems safely and correctly according to manufacturer's specifications 1.6 Identify faulty products and product delivery problems promptly and accurately 1.7 Correct or report faults to the appropriate person
2 Operate and maintain beer reticulation systems	2.1 Operate and clean beer reticulation systems correctly, including the tapping of kegs, in accordance with manufacturer instructions 2.2 Follow safety procedures regarding handling, connecting and storing of gas
3 Use and maintain refrigeration system	3.1 Monitor refrigerator temperatures, measuring accurately and adjusting correctly to comply with product requirements 3.2 Maintain refrigerator seals and catches to manufacturer's specifications and to comply with regulatory and legislative requirements 3.3 Clean refrigerator vents, coils and filters according to manufacturer's standards 3.4 Set and re-set walk-in alarms when required and according to manufacturer's specifications and enterprise procedures 3.5 Identify basic mechanical faults and repair where possible or report any faults in accordance with enterprise procedures
4 Monitor quality of cellar products	4.1 Test the quality of cellar products regularly and identify any faults 4.2 Make adjustments to faults within the scope of individual responsibility or report faults to the appropriate person 4.3 Ensure follow up action is taken to rectify faults 4.4 Rotate products systematically 4.5 Use bin and keg card systems to assist in monitoring the quality of products and controlling stock 4.6 Keep the cellar tidy, clean and free from litter 4.7 Monitor cellar temperature to ensure optimum conditions for storage

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
Bulk dispensing systems	may include • beer • spirits • wine • post-mix syrups
Cellar products	may include • beers (bulk and packaged) • wine • spirits • liqueurs • aerated and mineral waters • post-mix • juices and syrups
Ancillary cellar products	may include • drink decorations • paper products • bar requisites
Refrigeration systems	may include • cold rooms • cabinets • instantaneous coolers • portable temprites
Regulatory and legislative requirements	may include • food safety compliance • council ordinances • health department regulations • state workplace health and safety legislation

Safety factors in the cellar	may include • correct lifting, moving and handling techniques for kegs/cylinders • pressure factors • chemical/detergent usage, including manual or electronic detergent systems • electrical
Stock control	may include • bin and keg cards • bar-coding • electronic systems
Faults found in draught beer	may include • heady beer • flat beer • cloudy beer • sour beer
Beer delivery methods and coupling techniques	may include • direct pull system • party kegs • instantaneous coolers • multiple hook-up • gas cylinder connection
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to operate dispensing and quality control systems within a cellar • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate knowledge and understanding of the safety requirements for operating cellar equipment ○ operate cellar equipment within those safety requirements ○ maintain the hygiene and tidiness of the cellar ○ identify and rectify quality issues which affect cellared beverages
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGGA06B Receive and store stock • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHGGA07B Control and order stock ○ THHBFB01B Operate a bar ○ THHBFB06B Complete retail liquor sales
Required knowledge and skills	• Required knowledge ○ Cellar products (as defined above) and their characteristics including ▪ potential faults ▪ shelf-life ▪ correct handling and storage ▪ potential dangers of working with gas and pressure ▪ specific cellar safety requirements ○ Operation and cleaning of bulk dispensing equipment ○ Requirements of the relevant State/Territory legislation relating to cellar operations ○ Requirements under the Health Act in relation to hygiene issues in the cellar ○ Occupational Health and Safety requirements regarding the safe lifting and handling of bulk items • Required skills ○ Safe and appropriate use of cleaning equipment and chemicals ○ Safe usage of gas including gas detection and use of alarm systems ▪ stock rotation and ordering systems

Resource implications	- Physical resources - assessment of this competency requires access to - fully operational cellar, including industry-current equipment and actual product - appropriate range of cleaning equipment and chemicals - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - access to a fully operational cellar, including industry-current equipment and actual product - access to an appropriate range of cleaning equipment and chemicals - industry realistic conditions such as typical stock delivery, conditions, personnel ratios and time constraints - use of a typical stock control system - This unit should be assessed through the 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 - Assessment methods must be chosen to ensure that the operation of a cellar and related equipment and systems 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 operating a bulk dispensing system or other cellar equipment - written or oral questions to test knowledge of common faults in beer, maintenance techniques for bulk dispensing systems and safety issues in the cellar - review portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Maintaining and monitoring cellar equipment using enterprise or manufacturer's logbooks or incident reports • Communicating ideas and information - Informing the appropriate person of new products, equipment repair, pricing variations • Planning and organising activities - Organising delivery and receipt schedules with suppliers • Working with teams and others - Working with others to handle and store kegs and bulk items • Using mathematical ideas and techniques - Calculating quantities of chemicals and cleaning agents, measuring and evaluating stock usage and wastage • Solving problems - Rectifying problems with beer quality, recognising and correcting basic mechanical faults • Using technology - Tapping a keg, connecting post-mix to gas, maintaining cooling/chilling equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB06B	COMPLETE RETAIL LIQUOR SALES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to complete sales in a retail liquor outlet.

ELEMENT	PERFORMANCE CRITERIA
1 Complete liquor sales	1.1 Advise customers on the selection of their products in accordance with their needs 1.2 Complete accurately customer order forms, invoices and receipts 1.3 Process liquor sales promptly and courteously 1.4 Operate point of sale equipment according to design specifications 1.5 Identify and process customer delivery requirements 1.6 Maintain adequate supplies of dockets, vouchers and point of sale documents
2 Wrap and pack goods	2.1 Maintain adequate supplies of wrapping material or bags 2.2 Effectively wrap merchandise as required 2.3 Pack items safely to prevent any damage in transit 2.4 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required
3 Minimise theft	3.1 Take appropriate action to minimise theft by applying enterprise security procedures 3.2 Match merchandise to correct price tags 3.3 Maintain surveillance of merchandise in accordance with enterprise policy 3.4 Maintain security of stock, cash and equipment in relation to customers, staff and outside contractors, in accordance with enterprise policy 3.5 Observe suspicious behaviour by customers and respond in accordance with enterprise policy 3.6 Deal with emergencies following enterprise policy and procedures
4 Merchandise goods	4.1 Unpack merchandise and place in appropriate location 4.2 Maintain the correct temperature of display refrigerators and cool rooms so that all products are kept at the recommended temperatures 4.3 Ensure cleanliness of bottle shop refrigerators and cold rooms according to the manufacturer's standards and specifications and enterprise procedures 4.4 Practise safe lifting and handling procedures to comply with workplace health and safety regulations 4.5 Display merchandise to achieve a balanced fully stocked appearance and promote sales in accordance with enterprise procedures and safety requirements 4.6 Reset and dismantle special promotion areas at the appropriate time 4.7 Keep display areas clean and tidy 4.8 Rotate stock in accordance with enterprise procedures 4.9 Report defective and out-of-date stock promptly 4.10 Prepare labels and tickets in accordance with enterprise procedures 4.11 Operate, maintain and store ticketing equipment, in accordance with enterprise procedures 4.12 Maintain correct pricing and information on merchandise

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
Retail liquor outlet products	may include • spirits and liqueurs, imported and local • bulk and packaged beers, ales and stouts • styles and popular brands of table and fortified wines • aerated and mineral waters • pre-mixed drinks including ○ cocktails ○ spirit/liqueur based mixes such as gin and tonic ○ energy drinks • juices and syrups • packaged snack foods • ice • tobacco products • drink accessories including ○ glassware ○ cocktail shakers and strainers ○ decorative umbrellas, straws and swizzle sticks ○ wine accessories such as decanters and wine openers • gift packages and gift vouchers • books, catalogues and industry magazines
Equipment	may include • manual and electronic cash registers • point of sale equipment • electronic funds transfer point of sale equipment • labelling/pricing guns • promotional displays and stands • beverage stands and shelving • beverage tasting equipment • fork lifts • trolleys • refrigeration units
Emergency situations	may include • hold ups • burglary/theft • refrigeration failure • large breakages

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge required to complete sales in a retail liquor outlet - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - ability to correctly operate point of sale equipment and apply security procedures within a bottle shop environment - knowledge of product range and ability to offer advice on beverage choices - knowledge of Occupational Health and Safety requirements and ability to demonstrate safe working practices
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSBADM309A Process accounts payable and receivable - WRR11B Perform stock control procedures - WRR15A Maintain and order stock - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHBFB09B Provide responsible service of alcohol - THHADFB02B Provide specialist advice on wine
Required knowledge and skills	- Required knowledge - Relevant State/Territory legislation with regard to responsibilities of individual staff members in sale of alcohol - Occupational Health and Safety requirements regarding the safe lifting and handling of bulk items - Relevant State/Territory legislation with regard to pricing and ticketing of retail goods - Knowledge of types of alcoholic beverages and their features according to enterprise range - Principles of display in relation to liquor products - Security procedures for bottle shop operations - Structures and procedures for logical and efficient workflow in a retail liquor outlet - Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - fully equipped retail bottle shop, including industry-current environment and actual products - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ access to a fully equipped retail bottle shop, including industry-current equipment and actual products ○ industry realistic conditions such as typical customer/bottleshop attendant ratios and time constraints ○ use of a typical industry stock control system • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that the skills to complete retail liquor sale 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 providing customer service in a retail liquor environment ○ written or oral questions to test knowledge of product range, types of promotional activities and emergency procedure ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reading material on product ranges, completing records for stock takes • Communicating ideas and information - Providing advice to customers on product selection • Planning and organising activities - Planning and completing the set up for a promotion such as launching a new product line • Working with teams and others - Working with colleagues in the collection and dispatch of bulk items • Using mathematical ideas and techniques - Calculating items to be re-ordered following stock take • Solving problems - Dealing with emergency situations • Using technology - Using point of sale equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBF08B	PROVIDE ROOM SERVICE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to provide room service in commercial accommodation establishments. This role is generally undertaken by food and beverage attendants in large establishments, but could also involve front office personnel and kitchen staff.

ELEMENT	PERFORMANCE CRITERIA
1 Take and process room service orders	1.1 Answer the telephone promptly and courteously in accordance with enterprise procedures and customer service standards 1.2 Check guests' names and use them throughout the interaction 1.3 Clarify details of orders, repeat them and check with guests for accuracy 1.4 Use suggestive selling techniques where appropriate 1.5 Advise guests of approximate time of delivery 1.6 Record room service orders accurately and check the information 1.7 Correctly interpret room service orders received from doorknob dockets 1.8 Transfer orders promptly to the appropriate location for preparation, where required
2 Set up trays and trolleys	2.1 Prepare food and beverage items correctly for service period 2.2 Prepare general room service equipment for use 2.3 Set up trays and trolleys in accordance with enterprise standards for a range of meals including: breakfast, lunch, dinner, complimentary, special requests, very important person's 2.4 Select sufficient service equipment and check for cleanliness, and damage 2.5 Set up trays and trolleys so that they are balanced, safe and attractively presented 2.6 Collect all food items and beverages promptly and in the right order 2.7 Check orders and trays before leaving the kitchen and prior to entering the room
3 Present room service meals and beverages to guests	3.1 Request entry to guests' rooms by knocking firmly on the door, and announcing the department in accordance with enterprise service standards 3.2 Enter guests' room upon appropriate response from guests and greet them politely and in accordance with enterprise service standards 3.3 Consult guests about their preferences for where trays and trolleys should be placed in the room and advise them of any potential hazards 3.4 Place trays and trolleys safely and conveniently 3.5 Position furniture correctly where required 3.6 Offer an explanation of the meal to guests where appropriate 3.7 Serve and place meal and beverages correctly and in accordance with enterprise procedures
4 Present room service accounts	4.1 Check guests' accounts for accuracy and present in accordance with enterprise procedures 4.2 Promptly present cash payments to the cashier for processing, and payment 4.3 Correct change to guests where appropriate 4.4 Present charge accounts to guests for signing and charge to their room account

5 Clear room service area	5.1 Check and clear floor promptly for used room service trolleys and trays 5.2 Return trays and trolleys to the room service area and dismantle and clean in accordance with enterprise procedures 5.3 Re-stock equipment and food and beverage in accordance with enterprise procedure

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
Typical room service procedures	may include • preparing the service area • taking and recording of room service orders • preparing trays and trolleys • delivery of trays and trolleys • provision of food and beverage in the guest room • processing the guest's account • clearing the room service area
Typical set ups for room service trays and/or trolleys	may include • butters • condiments • juices • cereals • beverages
Room service equipment	may include • trays and trolleys • toasters • coffee machines • cutlery, crockery, warming equipment/lids, linen, glassware • printed materials
Information provided to guests	may include • name of service person and department • menu choices and options • specials • approximate time of delivery • description of meal/food and beverage item

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to provide room service in commercial accommodation establishments • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ correctly set up a variety of room service meals according to enterprise needs ○ follow established legislative and enterprise and procedures in the handling of food and beverage
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGHS01B Follow workplace hygiene procedures • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHBFB02B Provide a link between kitchen and service areas ○ THHBFB09B Provide responsible service of alcohol
Required knowledge and skills	• Required knowledge ○ Ordering and service procedures for processing and delivery of room service items ○ Knowledge of room locations within the establishment ○ structures and procedures for workflow within a food and beverage/room service location ○ Product knowledge of the menu and wine list ○ Hygiene, health, safety and security issues in relations to delivery of items for room service ○ Relevant legislation relating to Occupational Health and Safety and food hygiene ○ Requirements of the relevant State/Territory Liquor Act in relation to service of alcohol (please note that this should be covered by completion of Unit THHBFB9B Responsible service of alcohol), where appropriate • Required skills ○ Customer service skills for up-selling and interacting tactfully and appropriate with guests
Resource implications	• Physical resources - assessment of this competency requires access to ○ fully-equipped food and beverage service area and guest rooms which includes industry-current equipment and actual meals/food items • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in the unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ access to fully-equipped food and beverage service area and guest rooms which includes industry-current equipment and actual meals/food items ○ industry-realistic conditions such as typical ratios of room service staff/to guest orders and typical timeframes for the preparation and service of meals • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that procedures and process of room service 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 providing room service, taking a room service order, and preparing a room service tray ○ written or oral questions to test knowledge of menu items, hotel room location/layout, enterprise tray layout, and telephone protocol ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Taking and processing a room service order • Communicating ideas and information - Relaying guest order to kitchen and other departments for processing. communicating with guests, providing information and advice on food and wine • Planning and organising activities - Collecting used service trays and trolleys from floors • Working with teams and others - Seeking assistance where multiple orders are required for delivery at the same time • Using mathematical ideas and techniques - Calculating guest account and change • Solving problems - Responding to a guest complaint that food is cold • Using technology - Processing a room service order using point of sale equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB09B	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to satisfy the requirements for responsible service of alcohol under State/Territory legislation. All persons undertaking training as part of a National Certificate in the service of alcohol must complete this unit. All elements are undertaken in accordance with legal provisions of the relevant liquor legislation. Evidence of competence must include demonstrated knowledge of legislation as detailed throughout the unit and in the Evidence Guide. It must also include knowledge of the underpinning reasons for and benefits of responsible service of alcohol reforms. Those developing training to support this unit must undertake consultation with the relevant State/Territory licensing authority.

ELEMENT	PERFORMANCE CRITERIA
1 Identify customers to whom service may be refused	1.1 Identify customers to whom service may be refused in accordance with State/Territory legislation , including minor and intoxicated persons 1.2 Where appropriate, request and obtain acceptable proof of age prior to service 1.3 Refuse service in a polite manner and state reasons for the refusal
2 Prepare and serve alcoholic beverages responsibly	2.1 Serve alcohol in accordance with provisions of relevant State/Territory legislation, licensing requirements and responsible service of alcohol principles 2.2 Prepare and serve standard drinks in accordance with industry requirements 2.3 When requested, give accurate information to customers on alcoholic beverages in accordance with enterprise/house policy and government regulation, including: types, strengths, standard drinks, alcoholic percentages of a range of frequently served drinks 2.4 Identify issues regarding service of alcohol to different types of customers and incorporate them into service
3 Assist customers to drink within appropriate limits	3.1 Encourage customer courteously and diplomatically to drink within appropriate limits 3.2 Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action 3.3 Monitor the emotional and physical state of patrons for signs of intoxication 3.4 Where appropriate, offer food and non-alcoholic beverages 3.5 Politely decline requests for drinks to be dispensed in a manner which is irresponsible , or which encourages the rapid or excessive consumption of alcohol, and advise customers on the reasons for the refusal where appropriate 3.6 Refuse service to intoxicated customers in a suitable and consistent manner, minimising confrontation and arguments and pointing out signage where relevant

4 Assist alcohol affected customers	4.1 Assess intoxication levels of customers using a number of methods including: observation of changes in behaviour, observation of emotional and physical state of customer, monitor noise levels, monitoring drink orders 4.2 When assessing intoxication, take into account factors which affect individual responses to alcohol including: gender, weight, general health, rate of consumption, food intake, other substances taken 4.3 Politely make offers of assistance to intoxicated customers as appropriate including: organising transport for customers wishing to leave, offering non-alcoholic drinks, assisting customers to leave, offering alternatives to alcohol such as food 4.4 Where appropriate, give patrons a verbal warning or ask them to leave the premises in accordance with enterprise/house requirements, the specific situation and provisions of State/Territory legislation/regulations 4.5 Use appropriate communication and conflict resolution skills in handling difficult situations 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person 4.7 Promptly identify situations, which pose a threat to safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues to enterprise policy

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
Standard drinks	should be measured using appropriately • nip measures • electronic dispensing/measuring devices
Irresponsible requests for drinks	may include • test tubes • yard glasses • laybacks • jugs of spirits and mixers • shooters
Different types of customers	may include • familiarity with specific customers • physical stature • demeanour and mood • social context • perceived health status
Erratic drinking patterns	may include • mixing a wide range of drink types • drinking quickly and asking for more immediately • ordering more than one drink for the same person • ordering "triple shots" or extra large drinks
Action taken	is dependent upon • enterprise procedures/venue house policy • the level of responsibility of individual staff members • legislative requirements

Appropriate communication and conflict resolution skills for dealing with intoxicated patrons	may include • using open and not aggressive body language • blaming the refusal on the "law" • taking the person away from an audience • monitoring the rest of the crowd • picking early warning signs and intervening before the person is intoxicated • not using physical touch or body language • remaining calm and using tactful language
Proof of age according to State/Territory liquor legislation	includes • current driving licence • proof of age card • passport
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to satisfy the requirements for responsible service of alcohol under State/Territory legislation • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate knowledge and understanding of State/Territory Liquor legislation and the principles of responsible service of alcohol and the ramifications of non-compliance on the enterprise and individual staff members ○ apply knowledge of responsible service of alcohol and harm minimisation to beverage service situations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Role of individual staff members and supervisors/managers in providing responsible service of alcohol including server liability/duty of care/requirements for house policy/signage/record keeping/penalties for non-compliance ○ Legislative framework including ▪ harm minimisation and public interest ▪ intoxication provisions ▪ minors and evidence of age ▪ offences ▪ premises standards ▪ statutory and other required signage ○ Strategies to reduce the harm associated with liquor abuse ○ Promotional and patron education campaigns conducted by agencies and industry groups ○ Roles of government and industry in enforcing liquor laws and regulating the industry ○ Reasons for implementation of responsible service of alcohol reforms including ▪ alcohol abuse and crime ▪ violence and anti-social behaviour associated with alcohol abuse ○ Impact on stakeholders of alcohol abuse including individual enterprises, the local community, customers and government agencies ○ Benefits of responsible service of alcohol reforms for the community and the enterprise including ▪ improved patronage ▪ increased profits ▪ safer premises

	▪ reduced government intervention, eg, police, liquor authorities, local council ▪ satisfied staff and patrons ▪ reduced community complaints ▪ improved image of premises ▪ reduced operational costs, eg, security, legal, repairs ▪ improved attitudes and approaches to alcohol consumption ▪ better health status ○ Benefits and profitability of food and non-alcoholic drink service ○ Benefits of self audit of trading practices ○ Issues relating to service of alcohol to different types of customers (for example young people, pregnant women) ○ Knowledge of standard drinks/acceptable measures of alcohol ○ Factors affect individual responses to alcohol including ▪ gender ▪ weight ▪ general health ▪ rate of consumption ▪ food intake ▪ other substances taken ▪ effect of alcohol on: ▪ emotional state ▪ health physical alertness ○ Restrictions on use including legal drink and drive limits ○ Provisions for requiring someone to leave the premises and transportation options ○ Barring procedures, where applicable ○ Requirements for responsible advertising where applicable and within scope of job responsibility ○ Requirements for monitoring noise and disturbances in and licensed premises according to State/Territory licensing requirements and within scope of job responsibility • Required skills ○ Times for effects of alcohol to be registered ○ Ways of assessing intoxication of customers
Resources Implication	• Physical resources - assessment of this competency requires access to ○ resources appropriate for this unit • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ ability to apply requirements of Responsible Service of Alcohol legislation to beverage service situations • This unit should be assessed through the 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 • Methods must be chosen to ensure that application of knowledge to specific beverage service situations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. Because of the nature of this unit, it would be inappropriate, in a training or assessment situation, to demonstrate the practical aspects of this competence in the workplace or in a realistic simulation, therefore role plays or case studies are recommended. The following examples are appropriate for this unit ○ tests or questions to assess knowledge of legislation and knowledge components of competency ○ role play by candidate to demonstrate ability to deal with intoxicated persons or refuse drinks ○ case studies and problems solving activities ○ review of portfolios

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	2	1	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reading and analysing information on legislative requirements and enterprise policy on responsible service of alcohol • Communicating ideas and information - Providing advice to customers on drinks and legislative requirements, informing customers where they may be refused service, communicating with management or other staff on change of shift, filling out shift logs • Planning and organising activities - Organising transport for customers • Working with teams and others - Working with other bar staff and customers • Using mathematical ideas and techniques - Calculating alcohol content in various drinks • Solving problems - Dealing with inebriated customers, handling awkward customers or under-aged persons • Using technology - Using dispensing equipment to serve standard drinks Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB10B	PREPARE AND SERVE NON-ALCOHOLIC BEVERAGES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to prepare and serve a range of teas, coffees and other non alcoholic beverages in a range of industry contexts. This unit does not deal with the skills and knowledge required to extract and serve espresso coffee, including storage of coffee and care of machinery referred which is covered by the Unit THHBFFB12A Prepare and serve espresso coffee. In workplaces where espresso coffees are offered, a holistic approach to the delivery and assessment of this unit and the unit THHBFFB12A Prepare and serve espresso coffee may be appropriate.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare and serve a range of non-alcoholic drinks	1.1 Prepare ingredients and equipment prior to service 1.2 Identify the name and style of drink in response to a customer request 1.3 Select and assemble the correct ingredients, equipment and relevant machinery in accordance with enterprise practices 1.4 Prepare drinks correctly, using appropriate methods in accordance with standard recipes, customer requests and required timeframe 1.5 Ensure correct strength, taste, temperature and appearance for each drink prepared 1.6 Present drinks attractively in appropriate crockery or glassware and garnish attractively where appropriate, in accordance with enterprise standards
2 Use, clean and maintain equipment and machinery for non-alcoholic drinks	2.1 Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements 2.2 Clean machinery and equipment regularly and maintain in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules 2.3 Identify problems promptly and report them to the appropriate person

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
Non-alcoholic drinks	may include • varieties of tea • coffee • milkshakes • flavoured milks • smoothies • hot/iced chocolate • juices • cordials and syrups • waters • soft drinks • non-alcoholic cocktails • freshly squeezed juices • health drinks • fruit whips • frappes • children's specialty drinks
Coffee methods	may include • filter • greek/turkish • iced • plunger
Teas	may include • traditional tea types including ○ darjeeling ○ ceylon ○ china • specialty teas including ○ herbal ○ fruit ○ green

Equipment	may include • grinders • percolators/urns • drip filter systems • tea pots • plungers • juicers • milkshake machines • blenders • post-mix systems • fridges
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to prepare and serve a range of teas, coffees and other non alcoholic beverages in a range of industry contexts • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ correctly prepare and serve a variety of coffees, teas and non-alcoholic beverages within enterprise acceptable time frames ○ demonstrate knowledge and application of a variety of drink products and related equipment ○ recognise quality in hot and cold beverages, meet customer requirements and expectations, and identify factors affecting quality and required outcomes ○ demonstrate safe and hygienic work practices in making coffees, teas and non-alcoholic beverages
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHGHS01B Follow workplace hygiene procedures • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHABFB12A Extract and serve espresso coffee ○ THHBFB03B Provide food and beverage service
Required knowledge and skills	• Required knowledge ○ Basic information on origins and characteristics of a range of different types of coffees and teas ○ The processes involved in the production and preparation of teas and coffees ○ Characteristics of, and ingredients used, in non-alcoholic beverages commonly available in the current market ○ Safe storage and handling conditions and requirements for coffee, tea and commodities ○ Safe work practices, in relation to use of coffee machines and other equipment, posture at work station • Required skills ○ Customer service skills for determining customer requirements and preferences
Resource implications	• Physical resources - assessment of this competency requires access to ○ a drinks service area with suitable equipment for the production and service of coffee, tea and other non-alcoholic drinks • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ access to a drinks service area with suitable equipment for the production and service of coffee, tea and other non-alcoholic drinks ○ the production of a range of drinks within industry-realistic timeframes ○ realistic ratios of customers to service staff • This unit should be assessed through the 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 • Assessment methods must be chosen to ensure that the preparation and service of coffee, tea and other non-alcoholic beverages 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 preparing and serving a variety of non-alcoholic drinks ○ written or oral questions to test knowledge of different styles and types of tea, coffee and other drinks, safety issues ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reading recipes for drinks • Communicating ideas and information - Communicating with customers to determine requirements for particular drinks, clarifying requirements, describing characteristics of drinks to customers • Planning and organising activities - Completing mise-en-place for drink service, organising timing and sequence of tasks • Working with teams and others - Working with others in the food and beverage service and/or kitchen team • Using mathematical ideas and techniques - Calculating amounts of ingredients for drinks, increasing amounts for larger quantities or multiple orders • Solving problems - Dealing with equipment malfunction, customer complaints about drinks, poor quality ingredients, solving problems such as drinks curdling, coffee too strong, milk not whipping etc • Using technology - Using blenders, coffee percolators and other equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBFB11B	DEVELOP AND UPDATE FOOD AND BEVERAGE KNOWLEDGE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to develop and maintain the general product knowledge required by food and beverage attendants. It brings together much of the product knowledge that underpins effective work performance in a range of food service roles and relate to food knowledge and the relationships between different foods and beverages. The unit also focuses on the need for ongoing updating of knowledge by food and beverage staff. Please note that the specific product knowledge that applies to those mainly involved in beverage service is found in other units such as unit THHBFB04B Provide table service of alcoholic beverages and THHBFB01B Operate a bar. Care should be taken to avoid repetition in training and assessment. There are also two other higher level units which deal with specialised food and beverage knowledge. These are THHADFB020B Provide specialist advice on wine and THHADFB01B Provide specialist advice on food.

ELEMENT	PERFORMANCE CRITERIA
1 Research general information on food and beverage	1.1 Identify the information required in order to fulfil daily activities associated with the job role 1.2 Identify suitable sources of the required <i>information on food and beverage</i> 1.3 Develop and maintain <i>current knowledge of food and beverage</i> as required for the job role
2 Share information with customers	2.1 Provide assistance to customers on selection of food and beverage items 2.2 Offer advice on suitable <i>combinations of food and beverages</i> where appropriate 2.3 Respond courteously and correctly to customer questions on menus and drinks lists 2.4 Provide advice on menu items in response to <i>special dietary or cultural requirements</i> of customers

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
Types of food for which knowledge may be required	include traditional or contemporary items and may be of varying ethnic origins. items include • appetisers • soups • meat, fish and seafood • vegetables • desserts and sweets • snacks • cheeses • fruit • salads • pre-packaged food items • specialist cuisine items
Types of beverage for which knowledge may be required	include • wines • spirits • liqueurs • beers • non-alcoholic drinks
Current food and beverage knowledge	may include • current market trends • typical foods and wines of the local area • enterprise menus, "specials" and trends • current food and beverage festivals and promotional activities
Appropriate combinations of food and beverages	are based on the following factors • customer preferences • traditional combinations of foods and food and beverages • achieving balance of textures, colour and nutrition
Special cultural needs	may include • kosher • halal

Special dietary requirements	may include • food exclusions for allergies and food intolerance • vegetarian
Sources of information on food and beverage	may include • chefs and cooks and other food service personnel • product suppliers • general and trade media (print and electronic) • food and beverage reference books • recipes and menus • internet • trade shows and exhibitions • food and cooking demonstrations
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient skills and knowledge required to develop and maintain the general product knowledge required by food and beverage attendants - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - update and maintain current and relevant knowledge and apply this to the workplace
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHBFB02B Provide a link between kitchen and service areas - THHBFB03B Provide food and beverage service
Required knowledge and skills	- Required knowledge - The features of commonly prepared dishes as appropriate to the industry sector - Traditional accompaniments for different types of food - Service styles for different types of food - Compatibility of common food and beverage items - Specific food safety issues for different types of food - Common cultural and dietary issues and options - General overview of special dietary requirements including food exclusions for allergies - Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - resources appropriate for this unit - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ project or work activities that allow the candidate to demonstrate the application of knowledge to specific industry contexts and situations • This unit should be assessed through the 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 • Assessment methods should be chosen to ensure that the skills to develop and update food and beverage 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 ○ projects to research information on food and beverages ○ written or oral test on food and beverage knowledge ○ evaluation of presentation by candidate on food and beverage advice to customers ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	1	-	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Researching information on food and beverage, organising information • Communicating ideas and information - Providing advice to others on food and beverage • Planning and organising activities - Planning and organising activities to access information • Working with teams and others - Providing advice to customers and colleagues on food and beverage choices • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with inability to source information of scarcity of information • Using technology - Using the Internet to access information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBG01B	ATTEND GAMING MACHINES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to conduct day-to-day operations in a gaming location. It covers the operation and maintenance of gaming machines, pay outs and security of gaming areas, and the provision of advice on all games offered by the enterprise. The operation of Keno and TAB are found in the Units THHBG02B Operate a TAB outlet and THHBG03B Conduct a Keno game.

ELEMENT	PERFORMANCE CRITERIA
1 Advise customers on games and gaming activities	1.1 Advise customers accurately on the following as appropriate in accordance with the relevant rules and regulations: available games, the basic player rules and conditions, odds, win rates and return to player, collection of payments and winnings, and promotions 1.2 Interpret and explain artwork and machine operations correctly and courteously to customers 1.3 Display <i>promotional materials and information on gaming</i> activities in suitable locations 1.4 Respond to customer queries, requests and complaints appropriately and courteously
2 Operate and maintain gaming machines	2.1 Operate <i>machines</i> correctly according to their design function 2.2 Clear and refill machines in accordance with industry/enterprise and government regulations 2.3 Identify machine faults promptly and correctly 2.4 Make simple machine repairs with minimum disruption to players in accordance with manufacturer's instructions, and to the level authorised by legislation and enterprise practices 2.5 Put unserviceable machines "out of order" promptly and report them in accordance with enterprise practices and State/Territory legislative requirements 2.6 Observe occupational health and safety procedures and practices in operating and maintaining machines
3 Monitor security of gaming areas	3.1 Observe players and onlookers and note any unusual practices/behaviours accurately and report as appropriate 3.2 Carry out machine security checks in accordance with industry/enterprise procedures 3.3 Identify any breakdowns in security functions or safety and deal with them according to scope of responsibility, enterprise procedures and occupational health and safety requirements 3.4 Report breakdowns in security or safety to appropriate persons in accordance with industry/enterprise practices and legislative requirements 3.5 Keep voucher/ <i>gaming machine</i> record books/cash box keys secure at all times 3.6 Where appropriate, follow barring procedures correctly in accordance with enterprise policy

4 Make gaming machine payouts	4.1 Verify payout claims accurately 4.2 Record payout accurately in accordance with industry/enterprise procedure 4.3 Check the identification and age of players where required, in accordance with industry/enterprise and government regulations prior to payouts 4.4 Identify situations where payouts should be refused and refer them to the appropriate person in accordance with enterprise and government regulations 4.5 Pay winnings accurately to the player, and witness them in accordance with enterprise and government regulations 4.6 Validate machines and return them to service promptly where appropriate 4.7 Complete payout summaries accurately or issue payout vouchers and balance them with cash, float and machine readings, according to industry/enterprise procedures 4.8 Handle payout disputes or refer to supervisor in accordance with enterprise policies and customer service standards
5 Operate and maintain coin dispensing equipment	5.1 Operate equipment correctly according to design function and manufacturer's instructions 5.2 Identify equipment faults promptly and correctly and repair them or report them in accordance with the individual scope of responsibility 5.3 Dispense coins correctly and receive/weigh them in accordance with industry/enterprise procedures 5.4 handle cash in accordance with enterprise security procedures

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
Gaming machines	may include • poker machines • approved amusement devices • slot machines • multi terminal gaming machines • progressive/stand alone gaming machines • stand-alone games • linked machines • linked progressive jackpot system
This unit may apply to all header systems	including • tabaret • Tattersall's • Electronic data transfer (EDT) • data retrieval and promotional systems including Computer Game, Dacom, Turbo-Bonus, Electronic Data Transfer and Player Tracking, government monitoring systems
Games and gaming activities for which advice may be given	include • gaming machines • Totalisator agency board (TAB) • Keno • Bingo • calcuttas and sweepstakes • lotteries • miscellaneous games of chance (eg, raffles, trade competitions) • lucky envelopes
Payouts	may be by • cash • cheque • voucher

Promotional materials and information	may include brochures, flyers, signs and stickers, advertisements in the media and may refer to • conduct and rules of games • Responsible conduct of gaming • sources of assistance • enterprise rules and policies • promotional activities
Situations where payouts should be refused	may include • machine malfunctions • illegal credit • player ineligibility
Simple machine repairs and maintenance	may include • replacing globes • fixing coin diverter apparatus faults • unblocking coin jams • dealing with frozen screens • dealing with incorrect payouts • hopper fills/jams • replacing printer rolls and ribbons
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to conduct day-to-day operations in a gaming location • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ use technical skills for the operation of gaming machines and to provide effective customer service and advice ○ demonstrate awareness of security issues and compliance with security procedures in gaming operations ○ comply with responsible gaming legislation or requirements ○ correctly apply terminology and knowledge of software and hardware to gambling operations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSBADM309A Process accounts payable and receivable • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHADG03B Provide responsible gambling services
Required knowledge and skills	• Required knowledge ○ Range of gaming activities offered by the enterprise including ▪ the basic player rules and conditions ▪ odds, win rates and return to player ▪ collection of payments and winnings ▪ promotions ○ Awareness of potential social and economic costs and benefits of gambling and their impact on gaming operations ○ Basic requirements of relevant State/Territory legislation and relevant Codes of Practice including ▪ general requirement for responsible provision of gambling services ▪ general license requirements ▪ licensing requirements for gaming personnel, eg, managers and employees, machine technicians, service consultants and machine managers, manufacturers and sales personnel ▪ penalties for non-compliance ○ Types, parts and basic functions of gaming machines including ▪ credit and currency systems ▪ software, menus and display screens and associated functions ▪ terminology used ▪ data retrieval systems ○ Basic accounting requirements for balancing cash receipts and payments ○ Enterprise security and safety procedures for gaming machines

	- Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - fully-equipped gaming venue with gaming machines and other relevant equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - demonstration of skills within a fully-equipped gaming venue with gaming machines and other relevant equipment - interaction with others to allow opportunities to respond to different customer service requirements and issues - integration and management of multiple transactions and activities including typical customer equipment problems - This unit should be assessed through the 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 - Assessment methods must be chosen to ensure that knowledge and skills required to attend gaming machines 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 completing payouts, dealing with minor technical problems in gaming and coin dispensing machines and undertaking general gaming machine maintenance - oral or written questions to assess knowledge of gaming legislation/codes of practices and enterprise procedures - case studies or role plays to demonstrate handling of payouts, illegal credits, security issues - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Checking machine totals against daily records, reading enterprise policies and procedures, reading machine manuals • Communicating ideas and information - Providing advice and information to customers on playing games • Planning and organising activities - Preparing gaming location for services, maintaining gaming location and equipment • Working with teams and others - Working with other gaming, bar and security staff • Using mathematical ideas and techniques - Providing correct change/payouts to customers, balancing gaming floats • Solving problems - Dealing appropriately with payout disputes, solving technical problems with machines, dealing with suspected security breaches • Using technology - Using and maintaining gaming machines Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBG02B	OPERATE A TAB OUTLET
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to conduct day-to-day operations within a Totalisator Agency Board outlet within a hospitality enterprise.

ELEMENT	PERFORMANCE CRITERIA
1 Set up a Totalisator Agency Board outlet	1.1 Turn on machines and log on 1.2 Extract and action messages from machines 1.3 Carry out opening procedures in accordance with Totalisator Agency Board guidelines and enterprise procedures including Daily Form Service, posting Totalisator Agency Board race lists, re-stocking ticket bins/trays, displaying form guides, race lists and sports lists, programming odds monitors with the day's/night's meetings 1.4 Set up Austext/Teletext facilities ensuring pages and sub-pages are correctly displayed on a number of television sets 1.5 Check Totalisator Agency Board environment for appropriate cleanliness, temperature and lighting
2 Advise customers on Totalisator Agency Board operations and regulations	2.1 Advise customers correctly on Totalisator Agency Board procedures regarding the correct compilation of bet tickets for the various bet types , lodgement of forms, display of race and results, collection of winnings, Totalisator Agency Board phone accounts, fixed odds, sports Totalisator Agency Board
3 Operate the Totalisator Agency Board betting machine	3.1 Follow Totalisator Agency Board operations and administration manuals correctly for paying and selling, cancellations and late cancellations, exchange of tickets, copy of tickets, reporting of lost and damaged tickets 3.2 Interpret error messages correctly and take action to rectify errors
4 Perform Totalisator Agency Board terminal accounting and security procedures	4.1 Complete the end of shift balance according to enterprise procedures 4.2 Balance dockets for cash payments accurately 4.3 Pay out winnings to customers accurately 4.4 Verify large payments in accordance with procedures 4.5 Monitor security of cash and venue according to enterprise procedures 4.6 Observe customers and onlookers and note and report any unusual practices promptly and accurately
5 Monitor daily racing activities	5.1 Obtain information on daily racing activities through appropriate sources including television monitors, Totalisator Agency Board terminal messages, information dispatched by Totalisator Agency Board 5.2 Update wall lists promptly as new information is received
6 Clean and maintain Totalisator Agency Board equipment	6.1 Clean machines in accordance with Totalisator Agency Board guidelines and occupational health and safety regulations 6.2 Make simple machine repairs with minimum disruption to customers and in accordance with Totalisator Agency Board specifications 6.3 Report unserviceable machines promptly to the Totalisator Agency Board and take follow up action to ensure breakdown is rectified

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
Various bet types	may include • win and place • quinella • double • double daily • trifecta • superfecta • all up • mystery bet • footy totalisator agency board • pick the margin • pick the result • sports bet • favourite number • quartet
Different types of races	may include • horses • greyhound • harness
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient skills and knowledge required to conduct day-to-day operations within a Totalisator Agency Board outlet within a hospitality enterprise • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ operate a Totalisator Agency Board (TAB) outlet in accordance with Totalisator Agency Board (TAB) procedures ○ comply with responsible gambling legislation, codes of practice or requirements ○ demonstrate awareness of security issues and compliance with security procedures
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSBADM309A Process accounts payable and receivable • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHADG03B Provide responsible gambling services ○ THHBG01B Attend gaming machines
Required knowledge and skills	• Required knowledge ○ Basic rules and regulations of Totalisator Agency Board (TAB) ○ Compilation of various bet types ○ Different types of races ○ Requirement for responsible provision of gambling services including procedures for self-exclusion of problem gamblers ○ Basic financial procedures in specific relation to Totalisator Agency Board (TAB) operations ○ Operation of Austext/Teletext ○ Enterprise security procedures and systems including closed circuit television where applicable ○ Licensing and legislative requirements for gambling • Required skills ○ Safe work practices for cleaning, maintaining and operating a Totalisator Agency Board (TAB) outlet

Resource implications	- Physical resources - assessment of this competency requires access to - Totalisator Agency Board (TAB) terminal and equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - integration and management of multiple transactions and activities including typical customer and equipment problems - processing a variety of bet types within realistic timeframes - This unit should be assessed through the 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 - Assessment methods must be chosen to ensure that the skills and knowledge to operate a Totalisator Agency Board (TAB) outlet 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 candidate processing bets or carrying out simple machine repairs and maintenance - role-plays to demonstrate the provision of advice and information to customers on Totalisator Agency Board (TAB) - oral or written questions to assess knowledge of Totalisator Agency Board (TAB) procedures, gaming legislation and enterprise procedures - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Obtaining the daily race list, displaying form guides, programming odds monitor • Communicating ideas and information - Providing advice and information to customers on bet types and races • Planning and organising activities - Preparing outlet for daily operations • Working with teams and others - Working with other gaming and bar staff • Using mathematical ideas and techniques - Performing end of shift balance • Solving problems - Dealing with discrepancies in balance, handling customer complaints on results, dealing with potential security issues • Using technology - Operating and maintaining Totalisator Agency Board (TAB) terminal operating the teletext pages and sub pages Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHBG03B	CONDUCT A KENO GAME
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to conduct a Keno game within a hospitality enterprise.

ELEMENT	PERFORMANCE CRITERIA
1 Advise customers on features of Keno	1.1 Advise customers on the operation of the game 1.2 Advise customers on Keno promotions where appropriate 1.3 Respond to customer complaints and queries courteously according to enterprise procedures
2 Process bet types	2.1 Identify and confirm verbal and standard entry bet types correctly 2.2 Process bet types in accordance with designated procedures
3 Pay out prizes	3.1 Check tickets through the card reader, scanner or by serial number 3.2 Process cash and cheque payouts according to pre-set limits 3.3 Perform cash and cheque transactions in accordance with agency and system limits 3.4 Refer large payouts, bets, cash-ins/cash-outs to the appropriate person
4 Cancel tickets	4.1 Cancel tickets through the card reader or scanner, by serial number or, when not available, through arranging a claim for cancellation through appropriate measures according to enterprise procedures 4.2 Re-issue tickets where required
5 Operate general functions	5.1 Consider General functions and use when necessary according to authorised limitations , to assist the operator in the following: cash high/cash low, disputes, signing on/signing off, balancing, maintenance game information 5.2 Seek authorisation from the appropriate person where required
6 Clean and maintain terminals	6.1 Clean card readers regularly, where appropriate 6.2 Change new paper rolls and ribbons correctly, where appropriate 6.3 Identify maintenance problems promptly and take appropriate measures
7 Monitor security of Keno operations	7.1 Follow Keno rules accurately 7.2 Use the terminal disable function when appropriate 7.3 Handle and balance cash and float according to enterprise procedures 7.4 Where appropriate, call the Keno Hotline for assistance 7.5 Observe players and onlookers and note and report any unusual practices accurately and promptly

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
Keno games	may include • standard game • set bets/superplay • way bets • system bets • quick pick • mystery pick • heads or tails
Information to be provided to customers	must include • completion of entry forms • verbal entries • lodgement of forms • bet types • prize schedules • player rules and conditions/limits • display of winning numbers • collection of payments • explanation of receipt tickets
Keno promotions	may include • re-play numbers • benefit selling • awareness/compliance of responsible gaming practices
General functions include options to assist the operator in administrative and functional procedures	may include • previous game results • balancing procedures • sign on/sign off • cash high/cash low
Limitation and responsibilities of operators with regard to Keno operations and general functions	are determined by • individual enterprise policies

Appropriate measures to be taken in cases of cancellation of tickets and maintenance problems	include calling the keno hotline where applicable, or the normal enterprise procedures
Maintenance	may include - checking paper feed - resetting card reader
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient skills and knowledge required to conduct a Keno game within a hospitality enterprise - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - operate Keno equipment within enterprise acceptable timeframe and according to procedures - comply with responsible gambling legislation or requirements - demonstrate awareness of security issues and compliance with security procedures
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSBADM309A Process accounts payable and receivable - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHADG03B Provide responsible gaming services - THHBG01B Attend gaming machines
Required knowledge and skills	- Required knowledge - General understanding of the gaming sector of the hospitality industry - Overview requirements of legislation which applies to Keno games - general licence requirements - licensing of repairers, service consultants and machine managers - general accounting requirements - penalties for non-compliance - Requirement for responsible provision of gambling services including procedures for self-exclusion of problem gamblers - Player rules of Keno/lotteries - Required skills - Keno operations and functions
Resource implications	- Physical resources - assessment of this competency requires access to - demonstration of skills using a Keno terminal and equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - demonstration of skills using a Keno terminal and equipment - interaction with others to allow opportunities to respond to different customer service requirements and issues - integration and management of multiple transactions and activities including typical customer and equipment problems - processing a variety of bet types, payouts and cancellations within realistic timeframes - This unit should be assessed through the 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 - Assessment methods must be chosen to ensure that the skills and knowledge to operate a keno game 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 candidate processing a variety of bets - oral or written questions to assess knowledge of the Keno product, gaming legislation and enterprise procedures - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Identify situations where Keno tickets require cancellation, read and understand procedures and licensing requirements for Keno • Communicating ideas and information - Providing advice and assistance to customers on Keno procedures, promotions and bet types • Planning and organising activities - Preparing gaming area for Keno operation prior to service • Working with teams and others - Working with other gaming and bar staff • Using mathematical ideas and techniques - Balancing float and cash • Solving problems - Dealing with disputes about prize schedules, payment, display of winning numbers • Using technology - Using the terminal to resolve disputes, for balancing, signing on/signing off Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHCOR01B	WORK WITH COLLEAGUES AND CUSTOMERS
HOS	Hospitality

DESCRIPTION: 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
1 Communicate in the workplace	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
2 Maintain personal presentation standards	2.1 Practise high standards of personal presentation in accordance with enterprise requirements, work location, occupational health and safety issues, impacts on different types of customers and 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

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 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
Depending upon the enterprise or specific situation, 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

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of interpersonal, communication and customer service skills to work in the tourism and hospitality industries • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role ○ work in a team ○ respond effectively to a range of different customer service situations ○ demonstrate understanding of communication and customer service and its importance in a tourism/hospitality context
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Other relevant operational and service units • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHCOR02B Work in a socially diverse environment ○ THHGSC02B Promote products and services to customers ○ THHGCS03B Deal with conflict
Required knowledge and skills	• Required knowledge ○ Teamwork principles ○ Characteristics of different types of communication media • Required skills ○ Basic written communication skills, eg, messages, notes, emails, faxes ○ Identifying and responding to different cultural, language and special needs ○ 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 ○ Effective communication techniques in relation to ▪ listening ▪ questioning ▪ non-verbal communication
Resource implications	• Physical resources - assessment of this competency requires access to ○ documentation and resources normally used in the workplace • Human resources - assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit

	▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • 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 • This unit of competency should be assessed through the 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 • 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						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	2	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Responding to instructions and requests from customers and colleagues, seeking out and reviewing information related to work activities • Communicating ideas and information - Receiving, following and giving instructions to others in the team • Planning and organising activities - Planning, organising and prioritising work tasks and responsibilities, making arrangements for customers • Working with teams and others - working co-operatively with colleagues, clarifying personal responsibilities • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with conflicts and misunderstandings, exploring reasons for communication breakdown and working out solutions in consultation with others • Using technology - Using computers, telephone equipment, fax machines and other communications equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHCOR02B	WORK IN A SOCIALLY DIVERSE ENVIRONMENT
HOS	Hospitality

DESCRIPTION: This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

ELEMENT	PERFORMANCE CRITERIA
1 Communicate with customers and colleagues from diverse backgrounds	1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity 1.2 Take into consideration cultural differences in all verbal and non-verbal communication 1.3 Communicate through the use of gestures or simple words in the other person's language, where language barriers exist 1.4 Obtain assistance from colleagues, reference books or outside organisations when required
2 Deal with cross cultural misunderstandings	2.1 Identify issues which may cause conflict or misunderstanding in the workplace 2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required 2.3 Consider possible cultural differences when difficulties or misunderstandings occur 2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations 2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up

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
Cultural differences	may arise from • race • language • special needs • disabilities • family structure • gender • age • sexual preference
Possible cultural differences	may include those arising from • language spoken • forms of address • levels of formality/informality • non-verbal behaviour, understandings and interpretations • work ethics • personal grooming • dress • family and social obligations and status • observance of special religious, feast or other celebratory days • customs, beliefs and values • special needs • product preferences
Attempts to overcome language barriers	may be made in order to • meet and greet/farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Outside organisations	may include • interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of cultural awareness that is required by all people working in the tourism and hospitality industries • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate cultural understanding and sensitivity in responding to different types of customers ○ identify and respond to the cultural context of the workplace ○ apply knowledge to different cultures and cultural characteristics appropriately to communication with colleagues and customers ○ communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ THHCOR01B Work with colleagues and customers • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHGCS02B Promote products and services to customers ○ THHGCS03B Deal with conflict ○ THTLANO101A Conduct basic workplace oral communications in a language other than English, and other language other than English units
Required skills and knowledge	• Required knowledge ○ Principles that underpin cultural awareness ○ Characteristics of the different cultural groups in Australian society ○ Basic knowledge of the cultures of Australia's indigenous and non-indigenous peoples ○ Principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees • Required skills ○ Identification of various international tourist groups, as appropriate to the sector and individual workplace

Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that the skills required to manage on-site event operations 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 - observation of the candidate interacting with colleagues and customers from diverse backgrounds - case studies or projects to consider particular conflict situations arising from diversity and to suggest appropriate means of dealing with them - questions about effective communication, problem-solving techniques and cultural values and differences - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	2	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Identifying different cultural beliefs and values • Communicating ideas and information - Explaining how to do something to a colleague or customer from another language or cultural background • Planning and organising activities - Considering ways to deal with cultural conflicts or problems, or to improve workplace communication • Working with teams and others - Working co-operatively with other members of the work team, including those from diverse backgrounds • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with problems such as communication breakdowns and misunderstandings • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGCS03B	DEAL WITH CONFLICT SITUATIONS
HOS	Hospitality

DESCRIPTION: 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	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	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	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 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 situations	[all categories] 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	[all categories] 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
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - 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
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - THHCOR01B Work with colleagues and customers - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGCS08B Establish and conduct business relationships - THHGLE01B Monitor work operations - 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 - THHGLE08B Lead and manage people - THHGLE09B Manage workplace diversity
Required knowledge and skills	- Required knowledge - types of conflict in the workplace and typical causes - organisational structures, workplace culture and policies - procedures for customer complaints - Required skills - conflict theory including signs, stages, levels, factors involved, results - group processes and roles people play - conflict resolution skills and strategies incorporating communication skills of - assertiveness - listening - non-verbal communication - language style - problem solving - negotiation

Resource implications	- Physical resources - assessment of this competency requires access to - 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 - 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - 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 - This unit of competency should be assessed through the 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 - 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						
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	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - 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 - Completing records or reports on complaints or incidents, providing advice or options to customers in resolving complaints • Planning and organising activities - Working out the most appropriate way to deal with a dispute or complaint, planning the steps to deal with a particular conflict • Working with teams and others - Negotiating to solve differences with colleagues • Using mathematical ideas and techniques – Not applicable • Solving problems - Resolving disputes about services or goods, turning complaints into positive customer service situations • Using technology – Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGCS08B	ESTABLISH AND CONDUCT BUSINESS RELATIONSHIPS
HOS	Hospitality

DESCRIPTION: 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
1 Establish and conduct business relationships	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	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
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 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
Negotiations and formal agreements	[all categories] 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	[all categories] may be with • customers • suppliers
Opportunities to maintain regular contact with customers or suppliers	[all categories] may include • informal social occasions • industry functions • association membership • co-operative promotions • program of regular telephone contact

Negotiation techniques	[all categories] 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
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - 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
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGCS06B Plan and implement sales activities - THHGCS07B Co-ordinate marketing activities - all leadership and management units
Required knowledge and skills	- Required knowledge - 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 - Required skills - negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Resource implications	- Physical resources - assessment of this competency requires access to - 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 - 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • 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 • This unit of competency should be assessed through the 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 • 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						
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	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Gathering and analysing information in preparation for a meeting to review a preferred product arrangement • Communicating ideas and information - Presenting a proposal to win a series of major dinner functions for your venue • Planning and organising activities - Managing an annual review of all supplier contracts • Working with teams and others - Joining and participating in an industry networking group • Using mathematical ideas and techniques - Calculating profit margins to inform a contract-negotiation process • Solving problems - Salvaging a process of negotiating a contract renewal, when the customer has been informed of recent negative customer feedback on your product • Using technology - Generating financial performance data from a computerised accounting system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGFA06A	INTERPRET FINANCIAL INFORMATION
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. It focuses on understanding of key financial terminology, different types of financial reports and on how financial information is used in the management of a business. This unit does not include the skills required to produce financial reports that would generally be created by more senior managers, financial specialists or accountants. This unit underpins other financial units such as THHGLE13B Manage finances within a budget, THHGLE14B Prepare and monitor budgets and THHGLE15B Manage financial operations

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret financial information	1.1 Identify and use relevant business performance indicators and benchmarks for decision-making purposes 1.2 Identify the range of financial information and reports required to effectively monitor business performance at a day-to-day operational management level 1.3 Access and review relevant financial information at appropriate times in accordance with enterprise policy and financial reporting periods 1.4 Interpret financial information correctly
2 Apply financial information to management activities	2.1 Identify the financial information that applies to particular areas of work operation 2.2 Review financial information in terms of its impacts on day-to-day work operations and take action accordingly 2.3 Share appropriate financial information with colleagues in a timely manner

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
Financial information	[all categories] must include • source documents • journals • transaction reports • account summaries/balances • profit and loss statements • invoices • budget reports • expenditure reports (labour/non-labour)
Financial information	[all categories] may include • balance sheets • trial balance • receivables reports • stocktaking sheets • purchase summary reports • stock reports • variance reports • wastage reports • sales reports • supporting reports (eg, covers, occupancy rates, staff costs, units sold) • business activity statements • labour/wages reports • cashflow reports • bank statements • bank deposit documentation • merchant statements • transaction exemption reports • cheque books • credit card transaction statements • banking summaries • merchant summaries

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of providing on site meeting/event management services • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ understanding of the accounting process and of key accounting terminology ○ ability to interpret financial information and determine the relationship between the information and the performance of a business
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHGLE13B Manage finances within a budget ○ THHGLE14B Prepare and monitor budgets ○ THHGLE15B Manage financial operations
Required knowledge and skills	• Required knowledge ○ Understanding of the basic features of accounting and its purpose including ▪ chart of accounts and account categories eg, assets, liabilities, equity, income, cost of sales, and expenses ▪ the basic rules underpinning double-entry accounting and the concept of debits and credits ▪ accrual versus cash accounting ▪ the profit and loss statement and the balance sheet as the key financial statements used to measure business performance (including role, how these reports are generated, format, features and key information an operational manager should look for) ▪ reporting periods (including variations such as different financial years) ▪ the concept of balancing entries and reconciliations ▪ concepts of costing including fixed and variable costs ○ General features of computerised accounting packages including the types of packages available for different industry sectors ○ Overview of the financial record-keeping process and key terminology including ▪ ledgers, subsidiary ledgers and journals ▪ transactions, receipts, disbursements ▪ invoices, accounts payable, debtors, creditors ▪ reconciliations, including purpose, different types of reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits ▪ cashflow

	○ financial terminology used specific to different industry sectors (eg. average spend, cover, ullage, Travel Compensation Fund requirements) ○ overview of the GST accounting and reporting processes for business and the impact of this on day-to-day operations • Required skills ○ Nil
Resource implications	• Physical resources - assessment of this competency requires access to ○ there are no particular resource requirements for assessment of this unit • Human resources - assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ project or work activities that allow the candidate to interpret financial information relating to the performance of a tourism or hospitality business ○ use of commercially-realistic financial data and reports • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that skills in interpreting financial 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 ○ case studies which allow the candidate to report on business performance through analysis of financial reports ○ oral or written questions to assess knowledge and understanding of accounting concepts and terminology ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Interpreting monthly income and expenditure statements • Communicating ideas and information - Explaining financial performance issues to staff members • Planning and organising activities - Accessing and analysing information at the appropriate time and applying this to workplace operations • Working with teams and others - Discussing ways in which business performance could be improved with colleagues • Using mathematical ideas and techniques - Calculating percentage increases or decreases in expenditure or income • Solving problems - Investigating an apparent discrepancy in financial information • Using technology - Using a computerised accounting system to generate financial information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGGA01B	COMMUNICATE ON THE TELEPHONE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to communicate effectively on the telephone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries

ELEMENT	PERFORMANCE CRITERIA
1 Respond to incoming telephone calls	1.1 Answer calls promptly, clearly and politely in accordance with enterprise standards 1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call 1.3 Repeat call details to the caller to confirm understanding 1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person 1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up 1.6 Relay messages accurately to the nominated person within designated timelines. 1.7 Report threatening or suspicious phone calls promptly to the appropriate person, in accordance with enterprise procedures 1.8 Use language and tone and volume appropriate to phone calls
2 Make telephone calls	2.1 Obtain correct telephone numbers 2.2 Establish clearly the purpose of the call prior to calling 2.3 Use telephone equipment correctly in order to establish contact 2.4 Communicate clearly your name, company and reason for calling 2.5 Be polite and courteous at all times

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
Telephone communication	[all categories] may take place in a range of different contexts including • office • reception area • on tour • in a restaurant or kitchen • on site • using a mobile phone • with customers • with colleagues
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - correct use of telephone equipment - courteous and friendly telephone service - clear and concise verbal and written communication
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHCOR01B Work with colleagues and customers - THHGGA02B Perform office procedures
Required knowledge and skills	- Required knowledge - The enterprise's policies and procedures in regard to telephone communication - Ability to use the technical features of a specific telephone system correctly - Required skills - Principles of effective communication in relation to listening, questioning and non-verbal communication - Oral communication skills to convey meaning clearly and concisely - Interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds - Writing skills for taking basic messages
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of skills using current telephone equipment to address multiple and different communication contexts ○ interaction with others to demonstrate the interpersonal communication aspects of this unit • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that answering the phone and making phone calls 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 candidate answering and making a variety of phone calls ○ review of messages taken on behalf of customers and colleagues ○ role-plays to observe candidate dealing with difficult customer or situations ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information from phone calls about name, message and required action, compiling a list of key contact numbers • Communicating ideas and information - Speaking clearly, concisely and courteously to customers and colleagues, recording and relaying messages • Planning and organising activities - Prioritising phone calls and tasks, preparing for complex or difficult phone calls beforehand • Working with teams and others - Making and receiving calls with other colleagues and team members • Using mathematical ideas and techniques – Not applicable • Solving problems - Dealing with difficult customers, or where the information requested is not known, dealing with bomb threats or threatening or abusive phone calls • Using technology - Using the phone system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGGA02B	PERFORM OFFICE PROCEDURES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to complete a range of routine office procedures and activities including writing simple correspondence. It does not cover specific financial skills which are found in other units such as THHGFA01B Process financial transactions

ELEMENT	PERFORMANCE CRITERIA
1 Process office documents	1.1 Process documents accurately, in accordance with enterprise procedures and within designated timelines 1.2 Use office equipment correctly to process documents 1.3 Identify, rectify or report office equipment malfunctions promptly, and in accordance with enterprise procedures
2 Draft written communication	2.1 Select appropriate format and style for correspondence according to purpose, audience and situation 2.2 Draft documents according to enterprise formats and protocols 2.3 Use clear and concise language appropriate to purpose, audience and situation 2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver 2.5 Check information for accuracy prior to sending
3 Maintain document systems	3.1 File/store documents in accordance with enterprise security procedures 3.2 Modified and update reference and index systems in accordance with enterprise procedures

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
Correspondence to be drafted	[all categories] must include a selection from each of the following • letters • e-mails • faxes • memos
Processing of documents	[all categories] may include • recording receipt or sending of documents • filing (including electronic filing) • mailing (including bulk mailing) • photocopying • faxing • e-mailing • collating • binding
Office documents to be processed	[all categories] may include • guest mail • customer records • incoming and outgoing correspondence • files • letters • facsimiles • memos • reports • menus • banquet orders • financial records • invoices • receipts

Office equipment	[all categories] may include • photocopier • facsimile • computer • paging equipment • calculator • audio-transcribing machine • telephone answering machines
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to accurately process a range of office documentation within enterprise acceptable timeframes - ability to draft a piece of clear, concise and correct written communication, appropriate to the purpose, audience and situation and free from errors
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGGA01B Communicate on the telephone - BSBCM205A Use business technology
Required knowledge and skills	- Required knowledge - Enterprise practices and procedures for processing documents - Layout, format and features of typical business documents - Features and usage of typical office equipment - Safe work practices for using office equipment and chemicals - Required skills - Communication skills to convey meaning clearly and concisely - Basic literacy and written communication skills in relation to workplace documentation and to produce correspondence - Basic numeracy in order to count and do simple clerical tasks
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of office skills within a fully-equipped office environment and using industry-current equipment ○ demonstration of skills across a complete shift or operating period to address an adequate range of office tasks ○ performance of office procedures within typical workplace time constraints • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that the performing of clerical procedures 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 documents processed or produced by the candidate ○ project to develop a portfolio of documentation and/or correspondence associated with a particular job, event or project ○ questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations ○ observation of candidate’s safe and correct usage of office equipment ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collating and filing documents, researching simple information in order to complete tasks, organising information so that it is easily accessible • Communicating ideas and information - Drafting correspondence for different purposes and situations, adapting communication style to suit different needs, writing and responding to customers' correspondence • Planning and organising activities - Organising and prioritising daily work, planning details of correspondence to be written • Working with teams and others - Working with colleagues in same and other departments or sections, communicating with customers, colleagues • Using mathematical ideas and techniques - May involve some simple tasks such as counting or calculating quantities of documents, reading financial information and documents • Solving problems - Dealing with difficult customers, technical problems associated with using equipment • Using technology - Using communications equipment such as photocopiers, computers and fax machines Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGGA09B	MANAGE PROJECTS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to manage major projects within a tourism or hospitality industry environment. Managers and team leaders would generally undertake this role. This unit does not reflect the skills required by operational staff

ELEMENT	PERFORMANCE CRITERIA
1 Plan project	1.1 Develop the objectives and scope of the project in consultation with appropriate colleagues and customers 1.2 Determine and develop a resource strategy for the project 1.3 Evaluate the financial viability of the project through analysis of key factors 1.4 Plan and create an administrative structure for the project 1.5 Allocate project responsibilities in agreement with others, and clearly communicate responsibilities to all involved 1.6 Plan internal and external communications and public relations and marketing strategies together with appropriate colleagues 1.7 Reach agreement on suitable project evaluation methods 1.8 Develop an overall project management plan and communicate plan to appropriate colleagues 1.9 Identify key project milestones and communicate these to persons involved
2 Administer and monitor project	2.1 Implement project strategies and monitor them in conjunction with project team members 2.2 Provide support and assistance is provided to team members as required 2.3 Use effective interpersonal communication skills to build trust and respect within the project team 2.4 Assess progress against project goals and review progress in consultation with project team members 2.5 Determine the need for additional project resources and take action accordingly 2.6 Implement financial control systems and monitor in accordance with project guidelines 2.7 Provide regular reports on project progress to all appropriate colleagues/customers 2.8 Complete the project within agreed time lines
3 Evaluate project	3.1 Assess the effectiveness of the project at specified stages, using agreed evaluation methods 3.2 Take account of agreed goals and priorities when carrying out a project evaluation 3.3 Involve project team members, appropriate colleagues and customers in the project evaluation 3.4 Incorporate evaluation results into ongoing project management 3.5 Share information from project evaluation with appropriate colleagues and incorporate information into future planning

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
Projects	[all categories] may include • conferences and meetings • promotional or other events • introduction of new technology or systems • product development • research projects • ongoing business projects
Analysis of key factors to determine financial viability of the project	[all categories] may include • availability of short and long-term funding • cashflow issues • market feasibility • level of financial risk involved • cost benefit analysis • impact on other aspects of operation • breakeven points/profitability
The administrative structure for the project	[all categories] may involve • management • secretariat • consultants • contractors and suppliers • steering committee • advisory and reference groups • consultative groups
The project management plan	[all categories] may include • goals and outcomes • selection or tendering process • personnel • budget • stages • timeframes

	• key milestones • internal and external communication processes and channels • sponsors • risk management and contingency plans • quality assurance • consultation strategies • reporting requirements • marketing
Public relations and marketing strategies	[all categories] refers to those directly relevant to the project including • providing advice and information to clients, funding bodies and stakeholders • developing and publishing reports • developing and distributing brochures, fliers and other marketing materials • communicating to public and stakeholders via mass media
Project evaluation	[all categories] may be internal or external and may include • customer and stakeholder feedback • client or funding body evaluation • surveys and questionnaires • pilots and trials • long term monitoring strategies
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - effectively plan, administer, monitor and evaluate a tourism/hospitality based project. This will include evidence of skills in planning, administration, financial management and leadership - ability to apply understanding of the critical aspects of effective project management
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE03B Develop and implement operational plans - THHGLE08B Lead and manage people - THHGFA06A Interpret financial information - THHGLE13B Manage finances within a budget - THHGLE14B Prepare and monitor budgets
Required knowledge and skills	- Required knowledge - project management processes, the project life-cycle and the relationship between project stages - in-depth knowledge of nature of the project being managed including internal and external issues to be considered - Required skills - planning and control procedures, resource management and risk management - the need for and application of leadership and management skills within a project environment
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - management of a multi-faceted or complex industry-based project to be completed within a specified and realistic timeframe that reflects industry practice - involvement of a project team for whom the candidate is a leader - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that managing a project 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 plan an event or function - project to undertake a reform or re-development of a work aspect - written or oral questions to assess underpinning knowledge related to project management - review of portfolios of evidence relating to workplace experience eg, project plans, budgets, records of co-ordination and implementation of project phases and milestones, records of project reports

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	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Researching information related to the project. Researching and comparing costs, products and services • Communicating ideas and information - Providing instructions and advice to participants and consultants. Writing reports and related documents • Planning and organising activities - Planning the project and budgets, organising stakeholders and participants. Establishing and allocating roles and responsibilities • Working with teams and others - Working with other team members, stakeholders, consultants and government and funding bodies. Providing leadership to consultants and others • Using mathematical ideas and techniques - Costing out projects, developing budgets. Keeping financial records of project income and expenditure • Solving problems - Dealing with problems such as costs exceeding budgets, failure of people to meet timelines, poor quality outcomes, key people dropping out, illness of consultants, difficulties in enlisting participants in consultation, technical problems, computer viruses or crashes, difficult customers or colleagues • Using technology - Using computer programs to manage projects eg, spreadsheets Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGHS01B	FOLLOW WORKPLACE HYGIENE PROCEDURES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to follow the 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 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
Hygiene procedures	may be related to • kitchen operations and cookery • housekeeping • laundry • food and beverage service 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 bodily 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

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient skills and knowledge required to follow the key hygiene procedures which apply in hospitality and tourism enterprises • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ understand the importance of following hygiene procedures and of the potential implications of disregarding those procedures ○ identify, explain and follow established enterprise procedures and legislative requirements
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THHBCC11B Implement food safety procedures
Required knowledge and skills	• Required knowledge ○ Knowledge of factors which contribute to workplace hygiene problems ○ General hazards in the handling of food, linen, 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 • Required skills ○ Nil
Resource implications	• Physical resources - assessment of this competency requires access to ○ use of real products, materials and equipment • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit should be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities that allow the candidate to demonstrate application of hygiene principles and procedures within a hospitality of tourism context - use of real products, materials and equipment - 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 of competency should be assessed through the 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 - 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						
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	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Following policies and procedures related to hygiene practices, seeking out and reviewing information related to hygiene practices • Communicating ideas and information - Receiving, following and giving instructions to others about hygiene • Planning and organising activities - Planning, organising and prioritising work tasks and responsibilities • Working with teams and others - Observing hygiene requirements and ensuring that colleagues comply, clarifying personal and group responsibilities for hygiene practices • Using mathematical ideas and techniques - Not applicable • Solving problems - Identifying hygiene-related problems and working out solutions in consultation with others • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE01B	MONITOR WORK OPERATIONS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to oversee and monitor the quality of day-to-day operations within a tourism or hospitality context. As such it includes the fundamental knowledge of management roles and responsibilities. Team leaders, supervisors or managers would carry out the roles covered in this unit.

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and improve workplace operations	1.1 Monitor efficiency and service levels on an ongoing basis through close contact with day-to-day operations 1.2 Ensure that operations in the workplace support overall enterprise goals and quality assurance initiatives 1.3 Identify quality problems and issues promptly and make appropriate adjustments accordingly with relevant approvals 1.4 Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness 1.5 Consult colleagues about ways to improve efficiency and service levels
2 Plan and organise workflow	2.1 Assess current workload of colleagues accurately 2.2 Schedule work in a manner that enhances efficiency and customer service quality 2.3 Delegate work to appropriate people in accordance with principles of delegation 2.4 Assess workflow and progress against agreed objectives and timelines 2.5 Assist colleagues in prioritisation of workload through supportive feedback and coaching 2.6 Provide timely input to appropriate management regarding staffing needs
3 Maintain workplace records	3.1 Complete workplace records accurately and submit within required timeframes 3.2 Where appropriate, delegate and monitor completion of records prior to submission
4 Solve problems and make decisions	4.1 Identify workplace problems promptly and analyse from an operational and customer service perspective 4.2 Initiate short-term action to resolve the immediate problem where appropriate 4.3 Analyse problems for any long-term impact, and assess and action potential solutions in consultation with relevant colleagues 4.4 Where a team member raises problem, encourage the individual's participation in solving the problem 4.5 Take follow-up action to monitor the effectiveness of solutions in the workplace

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
Procedures and systems	may relate to • customer service • bar and restaurant operations • kitchens • office administration • reservation procedures • housekeeping systems • stock control • security • safe work practices • record keeping • financial procedures
Quality assurance initiatives	may be • formal • informal
Problems	may include • difficult customer service situations • equipment breakdown/technical failure • failure to deliver promised service to customers • procedural inadequacies or failures • unrealistic or impractical product development or marketing resulting in operational difficulties • inadequate staffing • poor rostering • inadequate financial resources • delays and time difficulties
Workplace records	may include • staff records • regular reports

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge and skills required to oversee and monitor the quality of day-to-day work operations within a tourism or hospitality context - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - monitor effectively and respond to a range of common operational and service issues in the workplace - demonstrate understanding of the role of staff involved in workplace monitoring - demonstrate knowledge and understanding of quality assurance, workflow planning, delegation and problem solving
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE02B Implement workplace health, safety and security procedures - THHGLE03B Develop and implement operational plans - THHGLE08B Lead and manage people
Required knowledge and skills	- Required knowledge - Key concepts of quality assurance and how this is managed and implemented in the workplace - Time management principles and their application to leaders and managers - Principles of effective delegation - Features of relevant record-keeping systems as appropriate to the industry sector - Industrial and/or legislative issues that affect short term work organisation as appropriate to the industry sector - Required skills - Leadership and management roles and responsibilities within the relevant industry sector - Typical work organisation and work planning methods appropriate to the industry sector - Problem solving and decision making processes and techniques and their application to typical workplace issues
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in the workplace - Human resources - assessment of this competency will require - a team - human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit

	▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ project or work activities conducted over a period of time so that the monitoring aspects of the unit can be assessed ○ projects and work activities that reflect current industry practice and operations ○ involvement of a team for which the candidate is able to plan and organise workflow • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that day-to-day oversight of a project or activity can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit ○ evaluation of a project or work activity conducted by the candidate ○ evaluation of reports prepared by the candidate detailing the methods used to monitor a given project or activity ○ case studies and problem-solving exercises to assess ability to develop approaches to different workplace situations and problems ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Gathering information over a period of time on customer satisfaction levels and assessing possible courses of action • Communicating ideas and information - Communicating and negotiating with senior management about why change may be required in an operational area • Planning and organising activities - Assessing the amount of time required for particular tasks to inform workflow organisation • Working with teams and others - Delegating effectively and providing appropriate support to colleagues • Using mathematical ideas and techniques - Calculating staff timesheets • Solving problems - Analysing and adjusting an operational procedures to ensure more effective customer service • Using technology - Adapting the way computerised information systems are used to facilitate improved communication with colleagues Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE02B	IMPLEMENT WORKPLACE HEALTH, SAFETY AND SECURITY PROCEDURES
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to implement health, safety and security procedures in the workplace, which is often carried out by team leaders and supervisors.

ELEMENT	PERFORMANCE CRITERIA
1 Provide information on health, safety and security	1.1 Explain relevant Occupational Health and Safety (OH&S) information, including enterprise specific details, accurately and clearly to staff. 1.2 Make all OH&S information readily accessible to staff in a timely and regular manner.
2 Co-ordinate staff participation in health, safety and security issues	2.1 Provide the opportunity for all staff members to contribute to the management of health, safety and security in the workplace. 2.2 Action, resolve or refer to the appropriate person issues raised through consultation on OH&S. 2.3 Provide timely feedback on OH&S management systems to the designated person in accordance with enterprise procedures.
3 Implement and monitor procedures for controlling hazards and risks	3.1 Identify and report workplace hazards and risks promptly through maintenance of close contact with day-to-day operations in the workplace. 3.2 Implement and monitor control procedures in accordance with enterprise and legislative requirements. 3.3 Identify inadequacies in control measures promptly and resolve or report them to the appropriate person.
4 Implement and monitor health, safety and security training	4.1 Identify OH&S training needs accurately based on regular workplace monitoring. 4.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and in accordance with enterprise policy. 4.3 Monitor effectiveness of training in the workplace and make adjustments as required.
5 Maintain health, safety and security records	5.1 Complete records accurately and legibly and store in accordance with enterprise and legal requirements. 5.2 Use data to provide reliable and timely input to the management of workplace health, safety and security.

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
Relevant OH&S information	[all categories] may include information on • roles and responsibilities of employers and employees • legal obligations and ramifications of failure to comply • participative arrangements for OH&S • location of first aid kit • procedures for specific workplace situations • specific risks and control measures relevant to the workplace • specific regulations and codes of practice • OH&S training information • OH&S updates
Hazards and risks	[all categories] may include • workplace sickness • fire • crowd-related risks • accidents • bomb scares • theft and armed robbery • deranged customers • equipment failure • weather emergencies • pests

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to monitor health, safety and security within the context of an established system where policies, procedures and programs to control OH&S already exist - knowledge of health and safety legislation as specified under "Knowledge and Skills to be Assessed"
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE04B Establish and maintain a safe and secure workplace - THHGLE01B Monitor workplace operations - THHGLE03B Develop and implement operational plans - Combined training and assessment with unit THHGLE04B Establish and maintain a safe and secure workplace is strongly recommended - 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
Required knowledge and skills	- Required knowledge - Knowledge of specific enterprise policy and procedures for OH&S issues - Working knowledge of relevant State/Territory occupational health and safety legislation, specifically: - Duty of care - Requirements for record keeping - Provision of information and training - Regulations and codes of practice in relation to hazards in work area - Health and safety representatives and OH&S committees - Issue resolution - Required skills - Nil

Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities that reflect current industry practice and operations - project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed - involvement of a team operating in a specified workplace for which the candidate co-ordinates OH&S issues - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that the skills to implement OH&S procedures 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 OH&S issues were addressed in a given project or work activity - evaluation of projects conducted by the candidate to address OH&S issues in a given workplace - case studies and problem-solving exercises to develop OH&S responses to different workplace situations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Evaluating the OH&S training needs of staff, researching improved office furniture • Communicating ideas and information - Providing a staff briefing on OH&S issues, reporting on OH&S issues to management • Planning and organising activities - Organising a risk audit in the workplace • Working with teams and others - Pro-actively seeking feedback on OH&S issues from colleagues • Using mathematical ideas and techniques - Calculating regularity requirements for OH&S training • Solving problems - Developing a possible solution to a situation where staff may be breaching an OH&S requirement • Using technology - Using an electronic update to inform colleagues about current OH&S information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE03B	DEVELOP AND IMPLEMENT OPERATIONAL PLANS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to undertake workplace planning. It focuses the skills needed by frontline managers to develop and implement a range of planning initiatives. As such the unit focuses on key planning skills and underpins a range of other leadership units which deal with planning in specific contexts.

ELEMENT	PERFORMANCE CRITERIA
1 Develop operational plans	1.1 Develop plans and strategies based on monitoring of workplace needs and identification of opportunities for improvement and innovation 1.2 Develop scope and objectives of the required initiative based on enterprise goals, staff and customer feedback 1.3 Identify and analyse internal and external factors that may impact on the plan 1.4 Consult appropriate colleagues during the development of the plan 1.5 Develop appropriate and financially-sound resource strategies 1.6 Develop administrative framework and systems capable of supporting the planned initiative 1.7 Identify and communicate clearly all priorities, responsibilities and timelines 1.8 Develop evaluation systems in consultation with appropriate colleagues 1.9 Develop an internal and external communications strategy to keep all stakeholders informed
2 Administer and monitor operational plans	2.1 Implement and monitor identified actions in accordance with agreed priorities 2.2 Provide support and assistance to colleagues involved in implementing the plan 2.3 Provide progress and other reports in accordance with enterprise requirements 2.4 Make assessment of the need for additional resource requirements and take appropriate action in accordance with enterprise policy
3 Conduct ongoing evaluation	3.1 Use agreed evaluation methods to assess effectiveness in the workplace 3.2 Involve all appropriate colleagues in the evaluation 3.3 Identify problems and make adjustments accordingly 3.4 Incorporate the results of evaluation into ongoing planning and operational management

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
Operational plans	[all categories] can be interpreted as any plan that may be required to support day-to-day workplace operations. examples may include plans related to • introduction of a new product • staff re-organisation • impacts of marketing initiatives or campaigns • an office relocation or refurbishment • upgrading of facilities • changes in work practices or procedures • business expansion or contraction • introduction of new systems
Resource strategies	[all categories] may relate to • human • financial • physical
Internal and external factors to be analysed	[all categories] may include • capabilities and resources ○ human resources ○ financial resources ○ equipment capacity ○ staff skill levels ○ hours of operation ○ communication capabilities ○ location/position • trends and developments in the marketplace ○ economic ○ ecological/environmental ○ government activities ○ social and cultural ○ demographic ○ technology ○ industrial • comparative market information ○ best practice information ○ benchmarking ○ competitor information

	• legal and ethical constraints ○ legislation ○ regulation ○ codes of practice • cultural expectations and influences • social responsibilities, eg, protection of children, environmental issues
Evaluation systems	[all categories] may be qualitative or quantitative and may relate to • sales figures and targets • occupancy levels • customer or staff feedback • productivity gains
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to develop a plan for a specific tourism and/or hospitality context which identifies current and relevant industry and enterprise issues and includes clear action plans and evaluation mechanisms - management skills demonstrated through effective implementation of the plan, including the ability to respond to changing circumstances encountered in the implementation phase - knowledge and understanding of current legal issues and general industry issues which affect general operations within the sector
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGLE01B Monitor work operations - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE08B Lead and manage people - THHGLE14B Prepare and monitor budgets - 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
Required knowledge and skills	- Required knowledge - Current internal and external environments which impact on planning within the enterprise or industry sector - Legal issues that impact on enterprise operations as appropriate to the industry sector - Required skills - Key planning concepts and techniques including the structure of plans and steps in the planning process - Research skills sufficient to source and analyse a broad range of information on varying issues and from multiple sources

Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed - projects and work activities that reflect current industry practice and operations - involvement of multiple stakeholders to ensure consultation processes are included - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that planning and related management 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 a plan prepared by the candidate plus an evaluation of the implementation and evaluation phase to assess ongoing monitoring aspects of the unit - evaluation of reports prepared by the candidate detailing the plan, how the planning process was undertaken, the ways in which implementation and evaluation of the plan were carried out and the lessons learned to inform future project planning - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Undertaking and reporting on a staff consultation process in relation a re-organisation of work space • Communicating ideas and information - Developing an action plan document clearly outlining roles, responsibilities, resources and timelines • Planning and organising activities - Creating and overseeing the implementation of system to automate all client files • Working with teams and others - Co-ordinating a team meeting to agree roles and responsibilities in relation to a given initiative • Using mathematical ideas and techniques - Calculating time required for completion of specific tasks and creating timelines accordingly • Solving problems - Making adjustments to an action plan due to a reduction in human and financial resources • Using technology - Using project management software Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE04B	ESTABLISH AND MAINTAIN A SAFE AND SECURE WORKPLACE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to manage health, safety and security issues within a tourism or hospitality context. It focuses on the establishment and monitoring of frameworks, systems and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Establish and maintain a framework for health safety and security	1.1 Develop and clearly articulate health, safety and security policies in enterprise policy documents 1.2 Define and allocate health, safety and security responsibilities clearly including relevant information in job descriptions and duty statements 1.3 Identify, seek or provide adequate financial and human resources to address workplace safety issues 1.4 Provide and explain information on occupational health and safety systems and procedures in a form readily accessible to employees 1.5 Develop and implement an occupational health and safety training program 1.6 Establish and monitor a system for keeping occupational health and safety records
2 Establish and maintain participative arrangements for the management of health, safety and security	2.1 Establish and maintain appropriate consultative processes 2.2 Resolve issues raised through participation and consultation promptly and effectively 2.3 Provide information about the outcomes of participation and consultation in a manner accessible to employees
3 Establish and maintain procedures for identifying, assessing and controlling hazards and risks	3.1 Identify and assess existing and potential hazards in the workplace 3.2 Develop procedures for ongoing identification, assessment and control of risks and integrate this within work systems and procedures 3.3 Develop and implement measures to control assessed risks, including interim solutions where necessary 3.4 Monitor activities to ensure that procedures for risk assessment and control are adopted 3.5 Address the issues of hazard identification, risk assessment and control at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards and risks are not created 3.6 Assess and control risks presented by identified hazards in accordance with OH&S legislation and codes of practice
4 Evaluate the organisation's health, safety and security system	4.1 Assess the effectiveness of the health, safety and security system and related policies, procedures and programs according to the organisation's aims with respect to occupational health and safety 4.2 Develop and implement improvements to the occupational health and safety system 4.3 Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum

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
Health, safety and security policies	[all categories] must include consideration of • creation and maintenance of a healthy working environment • product or service features and delivery • use of equipment • physical layout and design of the workplace • furniture design and placement • security issues • emergency responses
Monitoring of activities and processes	[all categories] may include • review of written reports • performance appraisal • interview with stakeholders • auditing procedures
Hazards and risks	[all categories] may include • workplace sickness • fire • crowd-related risks • accidents • bomb scares • theft and armed robbery • deranged customers • equipment failure • weather emergencies • pests

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to develop and monitor policies, systems and procedures health, safety and security system within a specific tourism or hospitality context - knowledge of specific and relevant legislative requirements
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGLE01B Implement workplace health, safety and security procedures - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE22B Manage risk - 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
Required knowledge and skills	- Required knowledge - detailed knowledge of relevant State/Territory occupational health and safety legislation as it affects specific workplace operations - knowledge of the way systems and procedures on health safety and security issues link with other management systems - other legal issues which impact on health and safety in particular industry contexts (eg. Responsible Service of Alcohol, Responsible Conduct of Gambling) - Required skills - the typical range of hazards and risks associated with business in a particular industry sector and measures that can be taken to address them
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - development of policies, systems and procedures for a nominated workplace, activity or project and implementation within the relevant fully-operational commercial environment (eg. within an attraction or hotel) - project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed - involvement of a team operating in a specified workplace for which the candidate establishes and monitors OH&S issues. - application of current industry guidelines, codes of practice and legislation in relation to health, safety and security - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that skills in establishing and monitoring health, safety and security 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 OH&S policies, systems and procedures were established and monitored in a given project or work activity - evaluation of projects conducted by the candidate within industry to develop policies, systems and procedures for health, safety and security - evaluation of the implementation and monitoring processes through interviews with key stakeholders or review of reports - case studies and problem-solving exercises to establish policies, systems and procedures for different workplace situations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Conducting and reporting on a risk audit • Communicating ideas and information - Developing policy documents for OH&S-related issues • Planning and organising activities - Establishing and monitoring a consultation program to identify OH&S issues requiring attention in the workplace • Working with teams and others - Providing training on OH&S issues • Using mathematical ideas and techniques - Costing improvements for office furniture • Solving problems - Consulting on and adjusting a long-established operational procedure to minimise risk • Using technology - Using electronic communication mechanisms to consult with staff on OH&S issues Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE08B	LEAD AND MANAGE PEOPLE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required by managers, supervisors and team leaders to lead and manage teams of people in the workplace, including volunteers where appropriate. The unit focuses on leadership, motivation and teamwork

ELEMENT	PERFORMANCE CRITERIA
1 Model high standards of performance and behaviour	1.1 Make individual performance a positive role model for others 1.2 Show support for and commitment to enterprise goals in day-to-day work performance 1.3 Treat people with integrity, respect and empathy
2 Develop team commitment and co-operation	2.1 Develop and clearly communicate plans and objectives in consultation with the team 2.2 Make plans and objectives consistent with enterprise goals 2.3 Communicate expectations, roles and responsibilities in a way that encourages individuals/teams to take responsibility for their work 2.4 Encourage teams and individuals to develop innovative approaches to work 2.5 Identify, encourage, value and reward individual and team efforts and contributions 2.6 Model and encourage open and supportive communication styles within the team 2.7 Seek and share information from the wider environment with the team 2.8 Represent the team's interests appropriately in the wider environment
3 Manage team performance	3.1 Assess the skills of team members and provide opportunities for individual development 3.2 Monitor team performance to ensure progress towards achievement of goals 3.3 Delegate tasks and responsibilities appropriately 3.4 Provide mentoring and coaching support to team members 3.5 Recognise and reward team achievements

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
Teams	[all categories] may be • project-based • permanent teams • paid workers • volunteers
Plans and objectives	[all categories] may be short, medium or long-term and relate to • sales targets • performance targets for a particular project • increased productivity • meeting key performance indicators
Recognition and reward of team members	[all categories] may include • informal acknowledgment • acknowledgment of an individual's good performance to the whole team • presentation of awards • written report to management • incentive initiatives for volunteers
Information from the wider environment	[all categories] may affect the team and may include • overall enterprise objectives • rationale for management decisions • changes in enterprise policies • marketing information and targets • business performance information (including financial) • technology updates • plans for new equipment • training developments

Opportunities for individual development	[all categories] may include • internal training/professional development • external training/professional development • change in job responsibilities • opportunity for greater autonomy or responsibility • formal promotion
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - knowledge of leadership, motivation and teamwork principles - ability to build positive team spirit and effectively manage overall team performance within a specific tourism and hospitality context
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGCS03B Deal with conflict situations - THHGLE01B Monitor work operations - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - 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
Required knowledge and skills	- Required knowledge - Principles of teamwork including characteristics of effective teams, organisation of teams, potential team problems and the benefits of effective teamwork - The role and theories of motivation and its application to different workplace contexts - Organisational structure and group dynamics - Legislative issues that impact on team management including equal employment opportunity, diversity, anti-discrimination and unfair dismissal - Required skills - Different leadership styles and the characteristics of effective leadership - Workplace conflict, typical causes (including cultural differences) and impact on the role of leaders
Resource implications	- Physical resources - assessment of this competency requires access to - 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 - 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework

	(AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities conducted over a period of time to allow the candidate to play an ongoing team-leading role - involvement of a team whose overall performance is the responsibility of the candidate - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that team-building and team-leading 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 team leadership within a project or activity managed by the candidate - evaluation of reports prepared by the candidate detailing how team commitment was encouraged and how team performance was managed during the conduct of a project - case studies to develop approaches to specific team leadership situations - oral or written questions to assess theoretical knowledge of leadership, motivation and teamwork - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	3	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Analysing sales figures to assess team performance • Communicating ideas and information - Explaining and discussing the rationale for a management decision that affects the team • Planning and organising activities - Organising and administering regular team meetings • Working with teams and others - Providing guidance to the team on handling change in the workplace • Using mathematical ideas and techniques - Calculating sales targets • Solving problems - Resolving conflict within the team • Using technology - Using email or other technology to ensure regular communication with the team Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE11B	MANAGE QUALITY CUSTOMER SERVICE
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop pro-active approaches to service quality issues with some strategic focus. Managers and some supervisors would generally undertake this role. This unit equates to unit BSBMGT610A Manage customer focus in the Business Services Training Package.

ELEMENT	PERFORMANCE CRITERIA
1 Develop approaches to enhance customer service quality	1.1 Obtain information on customer needs, expectations and satisfaction levels using both informal and formal research 1.2 Provide opportunities for customers and colleagues to provide feedback on products and services 1.3 Review changes in internal and external environments and integrate findings into planning for quality service 1.4 Provide opportunities for colleagues to participate in the customer service planning process 1.5 Develop standards and plans to address key quality service issues
2 Manage the delivery of quality service	2.1 Communicate customer service standards and expectations clearly to colleagues 2.2 Provide access to information on service standards and delivery to colleagues 2.3 Use coaching to assist colleagues to deal with customer service issues and to take responsibility for service outcomes 2.4 Monitor customer service in the workplace to ensure standards are met in accordance with enterprise policies and procedures
3 Monitor and adjust customer service	3.1 Seek feedback from customers on an ongoing basis and use this to improve performance where applicable 3.2 Identify customer service problems and make adjustments to standards, systems and procedures to ensure continued service quality 3.3 Communicate new approaches to all those involved in service delivery within appropriate timeframes

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
Customer service issues and standards	[all categories] may relate to • response times • service guarantees • pricing guarantees • product quality • document presentation standards • personal presentation standards • complaint management
Informal and formal research on customer needs	[all categories] may include • talking to customers • qualitative or quantitative research • seeking feedback from service delivery colleagues • analysis of competitive environment • analysis of industry and market trends
Changes in internal and external environments impacting on quality service planning	[all categories] may include • management changes • organisational re-structures • introduction of new equipment • recruitment practices • technological changes affecting service delivery • changes in the competitive environment • economic climate • trends in customer preferences • advent of e-business

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to develop pro-active approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context - knowledge of quality service principles and processes
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGLE08B Lead and manage people - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - There is also a strong link between this unit and other leadership units. Depending upon the industry sector and workplace, combined delivery and assessment may be appropriate with those units - 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
Required knowledge and skills	- Required knowledge - The concept of total quality service and total quality management and its application to the tourism and hospitality industry - Overview of the range of market research techniques used to gain information on customer preferences - Legislation that impacts on customer service standards and delivery including relevant requirements under state fair trading legislation - Industry schemes that impact on customer service standards and delivery (eg, accreditation schemes, codes of conduct) - Required skills - The roles and responsibilities of management in ensuring quality service within an enterprise - The role of continuous improvement and benchmarking in quality assurance - Methods of implementing quality assurance in the workplace including - establishing standards - monitoring - staff involvement and reward - evaluation

Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context (eg. management of an event, running of a tour) - involvement of a team for which the candidate is leader - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that management of service delivery 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 projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation - evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service - case studies to address specific service delivery issues in different workplace contexts - oral or written questions to assess knowledge of quality assurance concepts and principles - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Identifying, accessing and analysing information and research on service provision for integration into new customer service plans • Communicating ideas and information - Writing a section of a business plan for submission to the bank about the service strategies to be used in a given business • Planning and organising activities - Managing a structured program to gain staff and customer feedback on service quality issues • Working with teams and others - Using techniques to build team involvement in planning the enhancement of service quality • Using mathematical ideas and techniques - Calculating service capability (eg, numbers of customers who can be served in a given timeframe) • Solving problems - Developing a new approach to improving service levels in an area where there has been an ongoing problem with service delivery • Using technology - Using spreadsheet technology to monitor customer feedback Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE13B	MANAGE FINANCES WITHIN A BUDGET
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to take responsibility for budget management where others may have developed the budget. The skills and knowledge for budget development are therefore not included and usually by managers and supervisors. These skills are covered in unit THHGLE14B Prepare and monitor budgets. Combined training and assessment of these units may be appropriate.

ELEMENT	PERFORMANCE CRITERIA
1 Allocate budget resources	1.1 Allocate funds according to agreed priorities 1.2 Discuss changes in income and expenditure priorities with appropriate colleagues prior to implementation 1.3 Consult and inform all relevant personnel in relation to resource decisions 1.4 Promote awareness of the importance of budget control 1.5 Maintain detailed records of resource allocation in accordance with enterprise control systems
2 Monitor financial activities against budget	2.1 Check actual income and expenditure against budgets accurately and at regular intervals 2.2 Include financial commitments in all documentation to ensure accurate monitoring 2.3 Identify and report deviations according to enterprise policy and significance of deviation 2.4 Investigate appropriate options for more effective management of deviations 2.5 Advise appropriate colleagues of budget status in relation to targets within agreed timeframes
3 Identify and evaluate options for improved budget performance	3.1 Assess existing costs and resources and identify areas for improvement 3.2 Discuss desired outcomes with relevant colleagues 3.3 Undertake appropriate research to investigate new approaches 3.4 Define and communicate clearly the benefits and disadvantages of new approaches 3.5 Take account of impacts on customer service levels and colleagues in developing new approaches 3.6 Present recommendations clearly and logically to the appropriate person/department
4 Complete financial/statistical reports	4.1 Complete all required financial and statistical reports accurately and within designated timelines 4.2 Produce clear and concise information to enable informed decision-making 4.3 Forward reports promptly to the appropriate person/department

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
Budgets	[all categories] may include • cash budgets • departmental budgets • wages budgets • project budgets • purchasing budgets • sales budgets • cashflow budgets • budgets for a small business
Financial and statistical reports	[all categories] may relate to • daily, weekly, monthly transactions and reports • break-up by department • occupancy • sales performance • commission earnings • sales returns • yield management • commercial account activity
Research to investigate new approaches	[all categories] may include • discussions with existing suppliers • sourcing of new suppliers • evaluation of staffing/rostering requirements • review of operating procedures • potential rostering changes

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - knowledge of basic budget principles and structures - budgeting terminology relevant to a specific industry context - ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance - understanding of the main types of budget that apply in the specific enterprise or industry context
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THHGF06A Interpret financial information - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE01B Monitor work operations - THHGLE14B Prepare and monitor budgets
Required knowledge and skills	- Required knowledge - Knowledge and understanding of budgets, specifically how a budget is structured and how to interpret a budget - Budgeting terminology relevant to a specific industry context - Financial reporting procedures and cycles relevant to the enterprise or industry sector - Required skills - Any legislative requirements in specific relation to disbursement of funds and record keeping - Techniques and related to maximising budget performance relevant to the enterprise or industry sector
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed ○ use of figures and data that reflect the financial operating conditions of industry ○ the requirement to evaluate options for improved budget performance • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that budget management 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 financial reports detailing financial performance of projects or activities conducted by the candidate ○ evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget ○ case studies and problem solving to assess application of the principles of budget management to different situations ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	3	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Researching a new supplier to reduce expenditure in a given area of the budget • Communicating ideas and information - Preparing a memorandum to senior management proposing a change in operating procedure to achieve greater efficiencies • Planning and organising activities - Organising the regular flow of data to ensure effective monthly reporting • Working with teams and others - Liaising with suppliers to investigate ways of achieving cost-efficiencies • Using mathematical ideas and techniques - Adjusting budget items to creating different performance scenarios • Solving problems - Making adjustments to address a situation where the need for an extraordinary expense threatens to result in a negative quarterly performance • Using technology - Interrogating a computerised accounting package for reports to assist in allocation planning Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE14B	PREPARE AND MONITOR BUDGETS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required usually by managers and supervisors to prepare and monitor budgets. As such it builds on the skills in unit THHGLE13B Manage finances within a budget. While the nature of the budget may vary, the unit focuses on the key managerial skills of analysing financial information to inform the budget development process, drafting a budget and the vital role of monitoring budget performance over time.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare budget information	1.1 Identify and interpret data and data sources required for budget preparation in a given context correctly 1.2 Review and analyse data for applicability in readiness for budget preparation 1.3 Where appropriate, follow directives from senior management or organising committees 1.4 Analyse internal and external environments to identify potential impacts on budget 1.5 Provide relevant colleagues with the opportunity to contribute to the budget planning process with adequate notice
2 Prepare budget	2.1 Draft budget, based on analysis of all available information and in accordance with enterprise policy 2.2 Estimate income and expenditure and support with valid, reliable and relevant information, including income and expenditure for previous time periods 2.3 Assess and present alternative approaches where appropriate 2.4 Present recommendations clearly, concisely and in an appropriate format 2.5 Reflect enterprise objectives appropriately within the draft budget 2.6 Circulate the draft budget to appropriate individuals for comment 2.7 Negotiate budget in accordance with enterprise policy and procedures 2.8 Agree and incorporate modifications accurately and in consultation with colleagues 2.9 Complete the final budget in required format within designated timelines 2.10 Inform colleagues of final budget decisions and ramifications in a timely manner
3 Monitor and review budget	3.1 Review budget regularly to assess actual performance against estimated performance and prepare accurate financial reports 3.2 Incorporate all financial commitments promptly and accurately into budget and all budget reports 3.3 Investigate and take appropriate action on significant deviations 3.4 Analyse changes in the internal and external environment during budget review, and make adjustments accordingly 3.5 Collect and record relevant information to assist in future budget preparation

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
Budgets	[all categories] may include • cash budgets • departmental budgets • wages budgets • project budgets • event budgets • sales budgets • cashflow budgets • grant funding budgets • budgets for a small business
Data and data sources required for budget preparation	[all categories] may include • performance data from previous periods • financial proposals from key stakeholders • financial information from suppliers • customer or supplier research • competitor research • management policies and procedures • enterprise budget preparation guidelines • declared commitments in given areas of operation • grant funding guidelines or limitations
Internal and external issues that could impact on budget development	[all categories] may include • organisational and management re-structures • enterprise/organisational objectives • new legislation or regulation • growth or decline in economic conditions • significant price movement for certain commodities or items • shift in market trends • scope of the project • venue availability (for events) • human resource requirements

Financial reports	[all categories] may include • periodic reports showing budget versus year-to-date actuals and financial commitments • periodic sales reports • taxation commitments • funding acquittals in relation to grants received
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - understanding of the technical budget preparation processes and procedures that must be followed - ability to prepare realistic and accurate budgets within the context of a tourism or hospitality workplace - ability to analyse the internal and external factors that impact on the budget development process
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE13B Manage finances within a budget - This unit also has linkages to a range of other management units and combined assessment and training may be appropriate
Required knowledge and skills	- Required knowledge - The role of different types of budget within tourism and hospitality businesses - The nature of the budget development process within different tourism and hospitality businesses and contexts - Budget preparation and monitoring principles, practices and techniques including - information required for budget preparation - components of a budget - techniques for making budget estimates - type of supporting information required - components of a budget performance report - use of software for preparing and monitoring budgets - how to present budgets and budget reports - budget deviation management, including common reasons for deviations - Capabilities of software in relation to the budget development and monitoring process - Required skills - Negotiation techniques in specific relation to budgetary planning

Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities conducted over a period of time so that the monitoring and implementation aspects of the unit can be assessed - budget development within typical workplace time constraints - involvement of multiple stakeholders in the budget development and monitoring process - use of industry-current technology for the budget preparation process - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that the budget development and monitoring 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 - evaluation of budgets versus financial performance of projects managed by the candidate - evaluation of reports produced by the candidate detailing the processes undertaken to develop a budget - direct observation of the candidate providing a briefing or negotiating on a proposed budget - case studies and problem solving to assess application of the principles of budget management to different situations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Gathering and analysing data to assist in the budget development process • Communicating ideas and information - Providing a briefing on your draft budget to a more senior Manager • Planning and organising activities - Organising the consultation process before and during the budget development phase • Working with teams and others - Discussing/negotiating potential budget adjustments with colleagues • Using mathematical ideas and techniques - Developing different budget scenarios • Solving problems - Investigating a significant expenditure deviation and developing a solution to ensure budget targets are maintained • Using technology - Using the budgetary planning tools within an accounting software package Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE20B	DEVELOP AND UPDATE THE LEGAL KNOWLEDGE REQUIRED FOR BUSINESS COMPLIANCE
HOS	Hospitality

DESCRIPTION: 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 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
Sources of legal information and informal/formal research	[all categories] 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	[all categories] 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	[all categories] 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

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - 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
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - THHGLE10B Manage workplace relations - THHGLE03B Develop and implement operational plans - THHGLE19B Develop and implement a business plan - THHGA09B Manage projects - 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
Required knowledge and skills	- Required knowledge - 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) ○ Sources of legal information and advice in particular industry sectors • Required skills ○ Research skills in order to source and access legal information and advice
Resource implications	• Physical resources - assessment of this competency requires access to ○ 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 • 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) must ▪ be competent in this unit ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • 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 • This unit of competency should be assessed through the 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 • 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						
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	2	-	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Reviewing documentation published by a government department to determine the requirements for a given enterprise • Communicating ideas and information - Developing a briefing document for supervisors, detailing the enterprise approach to various legal issues • Planning and organising activities - Conducting a review of business operations to analyse the ways in which the enterprise ensures it meets legal requirements • Working with teams and others - Consulting with and providing appropriate training for colleagues in relation to legal requirements • Using mathematical ideas and techniques – Not applicable • Solving problems - Developing and implementing a system to correct a situation where the enterprise has failed to fully take account of a legal requirement • Using technology - Accessing information from the Internet Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE22A	MANAGE RISK
HOS	Hospitality

DESCRIPTION: This unit describes the skills and knowledge required to create, implement and monitor risk management strategies in a range of tourism and hospitality contexts. This role could be undertaken by different people depending upon the industry context (eg. tour guides, event managers, operations managers). This unit is very closely related to the unit THHGLE04B Establish and maintain a safe and secure workplace and care should be taken to avoid duplication in training and assessment. This unit equates to unit BSBMGT615A Manage risk in the Business Services Training Package.

ELEMENT	PERFORMANCE CRITERIA
1 Develop risk management strategies	1.1 Identify and document risks for a specific environment to include levels of probability and likely impacts 1.2 Integrate the perspective of all stakeholders when identifying risks 1.3 Develop and document contingency plans and procedures for risk elimination, minimisation and monitoring in consultation with colleagues and other stakeholders 1.4 Develop and document communication and reporting mechanisms in relation to identified risks including accountability and incident reporting 1.5 Establish mechanisms for the training and education of relevant colleagues and stakeholders 1.6 Establish procedures for ongoing identification of risks
2 Implement risk management strategies	2.1 Monitor activities to identify potential risk on a continuous basis 2.2 Eliminate unacceptable risks wherever practicable in accordance with agreed strategies 2.3 Minimise risks that cannot be eliminated in accordance with agreed strategies 2.4 Monitor risks classified as low in accordance with agreed strategies
3 Monitor risk management strategies	3.1 Make evaluation of risk management a key component of all projects/activities 3.2 Analyse incidents that indicate a "near miss" and review strategies on each occasion 3.3 Feed information on risk management into the organisation's overall health, safety and security planning processes at timely intervals

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
Risks	[all categories] may include • health • injury • product failure • damage to property or equipment • industrial dispute • professional incompetence • natural disasters • security failure • system or equipment failure • financial loss • political events
Specific environments	[all categories] may include any environment where workplace activities are undertaken including • offices • kitchens • bars and restaurants • accommodation establishments • event venues • outdoor event venues • natural environments • grandstands • mosh pits • racecourses • attractions and theme parks • aquatic venues
Stakeholders	[all categories] may include • customers • colleagues • suppliers/contractors • athletes • performers • participants • audience

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - ability to demonstrate a systematic approach to the identification of risks and the development of strategies to address those risks - knowledge of the types of risks of particular relevance to a given industry sector
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - All event management units - THHGE21B Develop and maintain the legal knowledge required for business compliance - THHGLE04B Establish and maintain a safe and secure workplace - THTFTG04B Co-ordinate and operate a tour
Required knowledge and skills	- Required knowledge - Types of risks that apply within a given industry sector or context - Legal requirements to be considered within a risk management context - OH&S and environmental requirements in a given workplace - Relevant industrial awards and agreement that impact on risk management - Overall emergency plans that apply to a specific industry context or enterprise - Strategic, tactical and operational plans and their impact on risk management in a given context - Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - documentation and resources normally used in 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - development of risk management strategies for a nominated workplace, activity or project and implementation within the relevant fully operational commercial environment (eg, at an event location, on tour) - application of current industry guidelines, codes of practice and legislation in relation to risk management - involvement of colleagues and stakeholders in the consultation and education process - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that ability to manage risk 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 risk management strategies and procedures prepared by the candidate for a given workplace - evaluation of the implementation process through interviews with key stakeholders or review of reports - case studies and problem solving to assess application of knowledge to specific operations and situations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Gathering information to conduct a risk management audit • Communicating ideas and information - Educating colleagues about the importance of risk management • Planning and organising activities - Developing systems and procedures to eliminate or minimise risk • Working with teams and others - Consulting with colleagues on the effectiveness of strategies • Using mathematical ideas and techniques - Calculating the probability of risks • Solving problems - Adjusting a long-established operational procedure to minimise risk • Using technology - Distributing regular risk management updates across the organisation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGTR01B	COACH OTHERS IN JOB SKILLS
HOS	Hospitality

DESCRIPTION: This unit deals with the skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many tourism and hospitality workplaces where 'buddy' systems and on job coaching are extremely common

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for on job coaching	1.1 Identify the need for coaching based on a range of factors 1.2 Identify specific coaching needs through discussion with the colleague to be coached 1.3 Where appropriate, organise with the colleague a specific time and place for coaching in accordance with enterprise policy
2 Coach colleagues on the job	2.1 Explain to the colleague the overall purpose of coaching 2.2 Explain and demonstrate the specific skills to be coached 2.3 Communicate clearly any underpinning knowledge required 2.4 Check the colleague's understanding 2.5 Provide the colleague the opportunity to practise the skill and ask questions 2.6 Provide feedback in a constructive and supportive manner
3 Follow up coaching	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required 3.2 Report progress to the appropriate person as required 3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up

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
Factors which could influence the decision whether or not to conduct coaching	[all categories] may include • request for coaching from colleague to be coached • own observation and workplace experience • direction from other colleagues
Coaching sessions	[all categories] could be conducted in a range of contexts including • on-the-job during work hours • before or after work • in a simulated location away from the actual workplace
Skills to be coached	[all categories] are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as • customer service skills • technical or practical skills such as operating equipment, making something or completing documentation • selling or promoting products and servicing
Underpinning knowledge	[all categories] refers to the essential knowledge required to carry out tasks or undertake skills effectively such as • ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication, selling • reasons for undertaking various tasks • legislative, occupational health and safety or hygiene requirements

Performance problems or difficulties	[all categories] may be due to • shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practise • inappropriate circumstances for coaching
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular, assessment must confirm the ability to - provide supportive on job coaching with constructive and supportive feedback - clarity in communication - knowledge of basic training principles
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Basic principles of training (eg, Explanation, demonstration, review, trainee explanation, trainee demonstration, feedback) - Required skills - Competency in the skill being coached - Communication skills, specifically the use of questioning techniques and clarity in oral communication
Resource implications	- Physical resources - assessment of this competency requires access to - 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) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment must ensure ○ project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and 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 must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts. 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 coaching a colleague in a required work skill ○ role plays in which the candidate demonstrates training techniques, or communication skills such as questioning and providing feedback ○ questions about training principles ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Planning training content and breaking it up into manageable sections. Seeking out and reviewing information related to work activities in which training is to occur such as recipes, menus, product information • Communicating ideas and information - Giving instructions to others being coached. Seeking and providing feedback on training session. Questioning colleague about aspects of skills learnt. Informing other colleagues and/or supervisors of training session • Planning and organising activities - Planning and organising the training session including arranging venue, equipment and time. Structuring and sequencing training • Working with teams and others - Coaching colleagues in a friendly and positive manner enabling him/her to achieve the required skills • Using mathematical ideas and techniques – Not applicable • Solving problems - Dealing with the situation where there is a communication breakdown due to language or cultural barriers • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

HUMAN RESOURCE MANAGEMENT

HRM

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BSBHR401A	ADMINISTER HUMAN RESOURCE SYSTEMS
HRM	Human resource management

DESCRIPTION: This unit is based upon WRRPM.1A Administer human resource policy, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the administration of human resource policies and procedures including performance feedback, training and development plans, and workers' compensation. This is a foundation unit for any person wishing to pursue competency in HR administration.

ELEMENT	PERFORMANCE CRITERIA
1 Administer human resource policies and procedures	1.1 Organisational human resource policies and procedures are documented, distributed and maintained 1.2 Organisational human resource policies and procedures are clearly understood by relevant groups and individuals 1.3 Contingency plans are documented and communicated to relevant groups and individuals to cope with extreme situations 1.4 Staff turnover problems are identified, analysed and suggestions presented to management for consideration 1.5 Research is undertaken on legislative compliance 1.6 Reports are prepared and records maintained in accordance with organisational requirements
2 Administer staff performance feedback system	2.1 Policies and procedures in regard to staff performance requirements are monitored, maintained and disseminated in accordance with organisational policy 2.2 Performance appraisal/counselling interviews are arranged as required, in accordance with organisational policy 2.3 Individuals are encouraged to contribute to improved policies and procedures 2.4 Training and development plans are developed and implemented for each individual 2.5 Training and development plans are monitored to ensure timely implementation 2.6 Staff are disciplined and/or counselled by appropriate managers, and records kept by Human Resource Department 2.7 Grievance procedures are implemented when a grievance arises from the performance management process 2.8 Staff appeals and terminations are implemented in accordance with organisational policy and statutory requirements 2.9 Details of all procedures are accurately and completely recorded and made available to relevant groups and individuals

3 Coordinate workers' compensation and rehabilitation claims	3.1 Information on the lodgement of workers' compensation claims is available in the workplace 3.2 Applications for workers' compensation are received, checked and receipted to the relevant employees 3.3 Incomplete forms are returned to the applicant, and assistance is given to complete the form 3.4 Completed forms are forwarded to the relevant person for approval 3.5 Approved disputed claims are processed in accordance with organisational procedures 3.6 Standard response letter is forwarded to applicant 3.7 Rehabilitation provider is advised of new cases 3.8 Reports from rehabilitation providers are coordinated and forwarded to relevant personnel

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Human resource policies and procedures	may include • staffing • workers' compensation • superannuation • salary/compensation and benefits • leave entitlements • Equal Employment Opportunity • industrial relations • Australian Workplace Agreements • enterprise based agreements • environment • Occupational Health and Safety • termination/redundancies
Relevant groups and individuals means	means • all those who have a role in the implementation of policies, procedures or decisions and/or are affected by implementation
Counselling	means • two-way discussions to bring about constructive change in a person's behaviour or performance

Contingency plans	may cover • unpredicted staff shortages • unpredicted customer demand • accidents or emergencies
Reports	may include • spreadsheets • databases • statistical • verbal • written
Training and development plans	may include • formal training programs (both on and off the job) • learning activities undertaken through monitoring and/or on-the-job coaching
Disputed claims	means • when the organisation refuses to accept that the injury is work-related and/or that the injury prevents the person from performing their job
Rehabilitation provider	may include • an internal case manager • an external case manager • a consultant
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to administer human resource systems - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm - the integrated demonstration of all elements and their performance criteria - a full range of human resource documentation and clear communication of explanations to management and staff - the ability to analyse data on human resource policy issues
Interdependent units of assessment	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBHR403A Process human resource documents and inquiries - BSBHR502A Manage human resource management information systems
Required knowledge and skills	- Required knowledge - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Understanding of the basic concepts of diversity and why it needs to be integrated within and across all Human Resource functions - Understanding of the relationships between human resource functions - Organisational human resource policies and practices - Understanding of organisational goals, policies and procedures - Understanding of legal compliance requirements, in regard to - monitoring staff performance - performance management processes - counselling - disciplinary procedures - dismissal procedures - enterprise agreements/awards/wages and conditions - anti-discrimination - equal opportunity - sexual harassment - occupational health and safety - workers' compensation - rehabilitation/return to work plans - Understanding of the role of the following in Human Resource - a range of responsibilities/job descriptions - competency standards - staffing plans - staff levels and turnover

	▪ existing competencies of employees ▪ resources available for training ▪ training and development activities ○ Broad knowledge of principles and techniques in ▪ collecting, analysing and organising information, including analysing training needs ▪ communicating ideas and information, orally or in written form ▪ planning and organising activities ▪ working with others and in teams, including negotiating and conflict resolution ▪ solving problems within a defined range • Required skills ○ Effective consultation and communication skills in dealing with internal customers to ensure service delivery meets client standards ○ Word processing, databases and spreadsheets for records management of Human Resource systems ○ Researching, analysing and interpreting a broad range of written material (including basic legislative requirements) ○ Listening and interviewing skills to address employees' regular Human Resource problems ○ Basic risk analysis skills to develop plans/actions to mitigate identified risk ○ Documenting results of the performance feedback system ○ Preparing reports on workers' compensation and performance management ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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

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	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To administer human resource policies • Communicating ideas and information - To maintain human resource systems • Planning and organising activities - To administer training plans • Working with teams and others - To support organisation's policies and procedures • Using mathematical ideas and techniques - Monitoring and analysing data • Solving problems - By developing contingency plans, by analysing staff turnover and making recommendations • Using technology - To aid communication, to record information and prepare reports Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR402A	RECRUIT AND SELECT PERSONNEL
HRM	Human resource management

DESCRIPTION: This unit is based upon WRRPM.2A Recruit and select personnel, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the overall planning of personnel recruitment, writing job descriptions, and recruiting and selecting staff. This role may be carried out by the manager or the task may be delegated to others.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain personnel needs	1.1 Organisational policies in regard to staffing levels are accurately identified 1.2 Job requirement information is current and accurate 1.3 Competencies and behaviour required of individuals and teams are clearly identified 1.4 Relevant groups and individuals are consulted for input on future needs 1.5 Estimates of staffing needs are supported by appropriate evidence
2 Determine job specifications	2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole 2.2 The view and requirements of relevant managers and team members are taken into account in developing the specification 2.3 Specifications are written in clear, concise manner, and comply with relevant legal requirements and organisational format 2.4 Specifications are confirmed with appropriate personnel prior to recruitment action in accordance with organisational policy
3 Recruit staff	3.1 Employment vacancies are advertised in accordance with staffing requirements and organisational policy 3.2 Technology is used as required to aid the recruitment process 3.3 A selection plan and criteria are developed, based upon job specification and consultation with relevant managers 3.4 Job interviews and employment appraisal tests are organised/conducted in accordance with organisational policy/best practice
4 Assess and select applicants	4.1 Assessment and selection process is conducted in accordance with organisational policy and legal requirements 4.2 Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted 4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is clarified with appropriate managers 4.4 Unintended deviations from agreed procedures are identified and corrected before selection decisions are made 4.5 Selection report is prepared according to organisational procedures 4.6 Selection recommendations are communicated to authorised personnel for approval 4.7 All candidates are promptly and accurately informed of selection decisions, following each stage of the selection process 4.8 Recommendations for improvements to any aspect of the selection process are communicated promptly to appropriate personnel 4.9 Selection processes are appropriately documented with sufficient evidence to support the selection decision 4.10 Induction processes are undertaken in accordance with organisational policy

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Relevant groups and individuals	include all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Job specifications	may include - job title and purpose of position - skills and knowledge necessary - competencies required by staff - qualifications - person specifications
Recruitment procedures	may be delegated to individuals or to specialist personnel
Advertising	may include - internal or external - electronic or print - outsourced

Staffing requirements	may include • permanent, temporary, full-time, part-time or casual
Staff reporting requirements	may include • systems for recording employee relations information
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of Evidence to be considered	• Assessment must confirm sufficient knowledge to recruit and select personnel • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm ○ the integrated demonstration of all elements and their performance criteria ○ working with managers to identify existing and required competencies and attitudes of individuals and teams ○ working with managers to develop job specifications to effectively meet the needs of the organisation ○ assessing and selecting candidates according to organisational policies and legal requirements ○ accurately recording selection processes
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR403A Process human resource documents and inquiries ○ BSBHR502A Manage human resource management information systems ○ BSBHR506A Manage recruitment, selection and induction processes
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of organisational policies, in regard to ▪ personnel planning, including current and projected staff numbers ▪ personnel selection ▪ recruitment ▪ induction ○ Knowledge and understanding of ▪ recruitment sourcing methods ▪ government subsidies/support functions for traineeships ○ Knowledge of principles and techniques in ▪ planning and organising activities ▪ competency standards ▪ identifying, defining and assessing competence of individuals ▪ identifying competence requirements in relation to work demands ▪ consultation processes ▪ writing clear accurate job descriptions/specifications

	▪ evaluating information from resumes, letters, references, interviews and aptitude tests against criteria ▪ checking references and personal documentation ▪ obtaining information from candidates at interview ▪ recording details of processes • Required skills ○ Literacy skills in regard to researching, analysing and interpreting a broad range of written material, including job descriptions ○ Interviewing skills to participate in selection interviewing ○ Active listening skills for ensuring potential employees are provided with all relevant information ○ Preparing reports after selection processes are complete ○ Documenting results from selection activities, eg, competency testing of applicants ○ Using technology, especially use of the internet for recruitment processes ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To write job descriptions, recruit and select staff • Communicating ideas and information - To assist staff selection • Planning and organising activities - To plan personnel recruitment • Working with teams and others - To assess performance • Using mathematical ideas and techniques - To measure performance • Solving problems - By identification of staffing needs and job specifications • Using technology - To aid communication and record-keeping Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR403A	PROCESS HUMAN RESOURCE DOCUMENTS AND INQUIRIES
HRM	Human resource management

DESCRIPTION: This unit covers those administration functions which are particular to the role of a Human Resource specialist at this level. The unit begins the specialisation of administrative functions relating to the processing of documents.

ELEMENT	PERFORMANCE CRITERIA
1 Process leave applications	1.1 Applications for leave are received, checked and receipted to the relevant employee 1.2 Incomplete forms are returned to the applicant and assistance is given to complete the form 1.3 Applicants' leave entitlements are checked to ensure the requested leave is available 1.4 Applicants are advised if leave balance is insufficient to meet applicants' requests 1.5 Applications are approved or rejected in accordance with organisation policies and industrial/legal requirements 1.6 Applicants are advised of the outcome of their leave application in accordance with organisational time frames and requirements 1.7 Leave entitlements due to terminating employees are calculated in accordance with their contract of employment and legislative requirements
2 Process leave applications	2.1 Job vacancies notified to Human Resource are checked to ensure correct authorisations 2.2 Job vacancy notification is matched to the correct position description and person specification 2.3 Advertisement for the position is arranged in accordance with organisational policy and time frames 2.4 Inquiries regarding vacant positions are responded to in accordance with organisational procedures 2.5 Applications for positions are checked to ensure compliance with organisational requirements and acknowledged/receipted 2.6 Applications meeting selection criteria are forwarded to the individuals responsible for selection 2.7 Interviews and other selection activities are scheduled and communicated to the affected parties 2.8 Support is provided to the selection process in keeping with organisational policy 2.9 Successful and unsuccessful applicants are advised of the selection outcome in accordance with organisational policies and time frames 2.10 All relevant documentation/information is filed as required 2.11 Probation reports are forwarded in accordance with organisational policies and procedures 2.12 Induction process is undertaken in accordance with organisational policy

3 Provide information on personnel matters	3.1 Information needs of internal customers are identified and responded to in accordance with organisational policy 3.2 Changes to personnel policies and procedures are advised to all relevant individuals and groups as soon as practicable 3.3 Inquiries from individuals and groups are received and researched where necessary 3.4 Inquiries are responded to in accordance with organisational policies, procedures and performance standards 3.5 Advise employees and individuals/groups responsible for payroll preparation of any variations to pay allowances or conditions of employment

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Human Resource specialist	means • a person required to take responsibility for the carrying out of a function peculiar to the Human Resource area
Leave	may include • annual leave • sick leave • long service leave • bereavement leave • study leave • leave without pay • family leave • carer's leave • jury service • military leave
Selection criteria	may include • knowledge • skills • relevant experience • physical condition • appearance

Probation	means a period for which the new employee will be trained in their job before their appointment is confirmed or cancelled
Relevant groups and individuals	include all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to process human resource documents and inquire - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - process documents within established time frames and in a manner which meets the quality assurance standards of the organisation - take an inquiry or complaint, research it, consult with relevant groups and individuals, and satisfy the inquirer/complainant in the outcome
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBHR402A Recruit and select personnel - BSBHR502A Manage human resource management information systems
Required knowledge and skills	- Required knowledge - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Awards/agreement, organisational policies and legislation governing leave, recruitment, selection and induction processes, and other personnel matters - Equal Employment Opportunity and diversity policies and legislation - Required skills - Word processing skills for preparation of documents and reports - Database management, data entry, retrieval and integration of files - Internet usage for recruitment - Communication skills (both oral and written) to deal with Human Resource inquiries - Report writing for up-to-date reports on leave status, job selection outcomes and inquiries - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To process leave and other Human Resource documents • Communicating ideas and information - To respond to inquiries • Planning and organising activities - To arrange selection interviews • Working with teams and others - To process job vacancies • Using mathematical ideas and techniques - To assist planning • Solving problems - To deal with Human Resource inquiries • Using technology - To aid communication, record keeping and prepare reports Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR404A	COORDINATE HUMAN RESOURCE SERVICES
HRM	Human resource management

DESCRIPTION: This unit covers the generic Human Resource services to be delivered in an organisation which are not already dealt with in BSBHR401A Administer human resource systems or BSBHR403A Process human resource documents and inquiries. It includes the development of clear objectives in relation to those services, the delivery of performance management and the resolution of industrial/employee relations issues.

ELEMENT	PERFORMANCE CRITERIA
1 Establish human resource service requirements	1.1 Operational plans are analysed to determine human resource service objectives 1.2 Relevant groups and individuals are consulted to confirm or amend their human resource service requirements 1.3 Human resource service objectives, performance standards, and means of evaluation are developed for human resource services to be provided internally 1.4 Quality assurance program is developed to monitor and continuously improve service delivery
2 Undertake performance management	2.1 Performance objectives are established for relevant groups and individuals 2.2 Codes of conduct/behaviour are agreed and communicated throughout the organisation 2.3 Relevant groups and individuals are given performance feedback in accordance with organisational policy and procedures 2.4 Underperformers are provided with counselling and agree an action plan 2.5 Individuals breaching organisational policies and/or codes of conduct are counselled and warned where appropriate 2.6 Individuals continuing to not meet performance standards and/or codes of conduct are dealt with in accordance with organisational procedures and legal requirements
3 Identify and implement solutions to employee/industrial issues	3.1 Strategies to deal with interpersonal conflict and dispute resolution are developed and proposed in accordance with organisational policy 3.2 Consultation and co-operation within the team is actively encouraged 3.3 Constructive support is provided to resolve/manage interpersonal conflict 3.4 Team members are accurately informed of current dispute resolution/grievance procedures 3.5 Details of discussions are recorded concisely and accurately, and made available to relevant groups and individuals 3.6 Outcomes acceptable to all parties in dispute are negotiated 3.7 Team members are treated with integrity, respect and compassion

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Human resource service requirements	may include • selection/recruitment • induction • training and development • performance feedback • counselling • discipline • terminating employee • employee support systems • remuneration and benefits • Equal Employment Opportunity • prevention of discrimination, harassment and/or vilification • payroll • Occupational Health and Safety • workers' compensation • record keeping
Relevant groups and individuals	may include • all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation

Quality assurance program	means a set of structured arrangements and/or systems to ensure that services are delivered in accordance with predetermined specifications
Performance objectives	means a statement of the outcomes to be achieved in each of the human resource service areas to be co-ordinated
Codes of conduct/behaviour	means an agreed (or decreed) set or rules relating to employee behaviour/conduct with other employees or customers
Underperformance	means a failure to achieve an objective and/or a breach of the system which may lead to failing to meet an objective
Counselling	means two-way discussions to bring about constructive change in a person's behaviour or performance
Warning	means the setting out in writing of the consequences of any further breach or underperformance including the circumstances which could lead to a termination of the contract of employment
Industrial/employee relations issues	refers to any issues/disputes/grievances/problems arising between the employer/management and employees or between employees

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to coordinate human resource service • Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ establish a clear direction for the provision of human resource services with a structured quality assurance system ○ demonstrate follow-through in relation to performance management issues to bring about a satisfactory conclusion ○ demonstrate early warning systems to deal with employee/industrial relations issues as they arise
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR401A Administer human resource systems ○ BSBHR403A Process human resource documents and inquiries
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Organisational human resource policies and procedures ○ Legal aspects of human resources/industrial relations, including dealing with poor performance/conduct ○ Quality assurance concepts ○ Performance management ○ Performance measurement ○ Counselling/discipline procedures ○ Organisational/legal requirements for termination of employees ○ Industrial awards/agreements ○ Relevant industrial relations/employee relations legislation and regulations • Required skills ○ Analytical skills to determine strategic and operational human resources ○ Consultative skills to ensure input from relevant groups and individuals for the specification of human resource services ○ Evaluative skills to assure quality of human resource services meets client expectations/specifications ○ Counselling skills to bring about constructive change in a person's behaviour and/or performance ○ Interviewing skills to ensure that the basic causal factors associated with problems, issues and grievances are identified ○ Negotiation and conflict management skills to intervene and resolve individual/group conflict/disputes and grievances

	○ Facilitation skills to work with groups and individuals ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualification Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To clearly establish human resource service requirements for the organisation • Communicating ideas and information - To internal customers who are the recipients of human resource services • Planning and organising activities - To involve relevant groups and individuals in the evaluation of human resource services • Working with teams and others - To deliver human resource service to internal customers • Using mathematical ideas and techniques - To assist planning • Solving problems - To satisfy employee grievances • Using technology - To communicate with the recipients of human resource services Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR501A	MANAGE HUMAN RESOURCE CONSULTANCY SERVICES
HRM	Human resource management

DESCRIPTION: This unit is based upon PSPHR401A Provide human resource consultancy services endorsed in the National Public Services Training Package, but has been customised with additional outcomes. It covers the provision of human resource services to assist management in the day-to-day operation of the organisational. It is not service-specific and forms the basic for many of the activities undertaken through other Human Resource units. For this reason, consideration should be given to undertaking this unit as early as possible, or concurrently with those units where consultancy services are an important component.

ELEMENT	PERFORMANCE CRITERIA
1 Determine strategies for delivery of human resource services	1.1 Strategic and operational plans are analysed to determine Human Resource requirements 1.2 Line managers are consulted and their Human Resource needs clearly identified 1.3 Options for delivery of Human Resource Services are developed with cost benefit and risk analyses advised to relevant groups and individuals with recommendations 1.4 All options presented comply with legislative requirements and organisational policies 1.5 Strategies and action plans for delivery of Human Resource services are developed and agreed 1.6 Role and responsibilities of Human Resource team, line managers, and external contractors are agreed and documented
2 Manage the delivery of human resource services	2.1 Service agreements are developed and agreed upon between service provider and client group 2.2 Service specifications, performance standards and time frames are documented 2.3 Training support is required to deliver services is identified and provided 2.4 Quality assurance processes for monitoring and review of service delivery are agreed upon 2.5 Services are delivered by appropriate provider in accordance with service agreements and operational plans 2.6 Underperformance is promptly identified and rectified
3 Evaluate Human Resource service delivery	3.1 Clients are regularly surveyed to determine level of satisfaction 3.2 On-going client feedback is captured as an outcome of the review process 3.3 Feedback and surveys are analysed and changes recommended for service delivery 3.4 Appropriate managers approve variations to service delivery

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Relevant groups and individuals	• all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Human resource services	may include • staff selection • assessment and development centres • feedback • counselling • personal and career development planning • induction and orientation programs • career management • succession planning • competency development processes • education and training programs • self-analysis and self-assessment • remuneration/benefits advice • flexible work arrangements • industrial relations advice • discrimination, vilification and harassment advice • teleworking procedures • occupational health and safety • rehabilitation and return to work • workers' compensation

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage human resource consultancy services • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ determine the establishment of a client/provider/consultant relationship so that the line managers, employees and other non-Human Resource specialists are provided with the best advice/services possible within the budget and other organisational parameters ○ the managing of service agreements (internally) and contracts (externally) in a way that delivers a high level of satisfaction among users
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Range of career development strategies, plans and concepts ○ Understanding of the organisation's strategic goals and policies, and their implications for future human resource requirements ○ Human resource strategy and planning ○ Importance of retaining human/intellectual capital within an organisation ○ Human resource strategy and workforce planning ○ Role of employee/employer representatives and employee/employer organisations ○ Counselling strategies ○ Range of development strategies ○ Principles of adult learning and competency ○ Development needs, analysis techniques ○ Facilitation techniques ○ Understanding of succession planning ○ Relevant legislation which applies to human resources ○ Concept of outsourcing ○ Understanding of organisational goals, policies and procedures ○ Understanding of the concept of diversity and its integration within and across all human resource functions and areas ○ Understanding of the relationships between human resource functions

	○ Equal Employment Opportunity, equity and diversity principles ○ Human resource policies, practices and procedures ○ Range of evaluation methodologies ○ Risk management concepts ○ Contract law ○ Occupational Health and Safety, workers' compensation, rehabilitation and return to work legislation policies and principles • Required skills ○ Risk analysis skills to identify and deal with any exposure the Human Resource department may have ○ Marketing of human resource functions as a key contributor to overall organisational improvement ○ Consulting skills to determine and deliver client needs ○ Counselling skills to assist line managers or employees with problems ○ Evaluation skills to evaluate contractor/service agreement performance ○ Mentoring, training and coaching skills to assist both Human Resource staff and line managers ○ Negotiation skills to obtain the best outcomes with contractors/providers and conduct/assist negotiations with employee representatives ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To deliver the Human Resource services required by management and the organisation • Communicating ideas and information - To provide support to managers, employees and contractors • Planning and organising activities - To deliver human resource services in a format the client wants • Working with teams and others - To optimise Human Resource efforts across the organisation • Using mathematical ideas and techniques - To evaluate programs • Solving problems - To assist managers and employees with Human Resource problems • Using technology - To facilitate access to Human Resource advice and processes Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR502A	MANAGE HUMAN RESOURCE MANAGEMENT INFORMATION SYSTEMS
HRM	Human resource management

DESCRIPTION: This unit covers the management of information systems from the research and planning stages, through selection of appropriate systems, to implementation and on-going review and system upgrades.

ELEMENT	PERFORMANCE CRITERIA
1 Identify Human Resource information requirements	1.1 Information requirements of users are collected, collated and documented 1.2 Information flow and communication processes to support user needs are identified 1.3 Information requirements and communication processes are agreed with users and relevant managers 1.4 Draft information systems management plan is developed with agreed review mechanisms, time frame and criteria 1.5 Information requirements are specified in a clear and concise manner 1.6 Information requirements are consistent with organisational objectives and policies 1.7 Resources required to meet the information requirements are identified and within budget parameters
2 Select Human Resource information management system	2.1 Selection criteria for the information management system is agreed with relevant groups and individuals 2.2 Selection criteria ensures that the system has the capability to meet organisation's objectives, policies and budget parameters 2.3 Potential systems are evaluated against the criteria 2.4 Cost benefits and risk analyses are undertaken in relation to the systems which meet the selection criteria 2.5 Preferred system is proposed to decision makers with report on selection process 2.6 Preferred system is capable of being customised to meet organisation and user requirements
3 Implement Human Resource information system	3.1 Implementation plan is developed with users and other relevant groups and individuals 3.2 Implementation plan is confirmed in terms of roles and responsibilities of individuals and groups involved 3.3 Resources are applied to meet implementation plan time frame, quality and other objectives 3.4 Implementation is modified to resolve any problems arising 3.5 Groups and individuals contribute to implementation in accordance with plan objectives
4 Monitor/evaluate performance of Human Resource information system	4.1 Information system performance is monitored and performance reports prepared 4.2 Systems are in place to allow on-going feedback from users 4.3 System performance is benchmarked against other systems, and latest trends and developments 4.4 Performance gaps are analysed and strategies for improvement are introduced

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial agreements - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Implementation	means the project to select, purchase, install and commission the new systems
Systems	may include - assessment of commercial products, including software, to suit current and future needs of the organisation - enhancement/customisation of software to meet needs of the organisation
Information requirements	include - legislative requirements - workforce planning - performance management - recruitment, selection and induction - employee relations and industrial relations - re-deployment of employees - employee support - termination of employees - career development - organisational development - human resource development

Information flows	means the identification of both the necessary sources and distribution of required information
Communication processes	means the methods by which the information is transmitted
Draft information systems management plan	means the plan developed to allow the specification of system requirements for the purposes of selecting appropriate systems to manage the information. It sets out proposed system objectives, methods of management, time frames and other criteria
Relevant groups and individuals	means all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Cost benefit analysis	means a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking action
Risk analysis	means a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Preferred system	means the system most closely matching the selection criteria and providing the best value for money
Performance gaps	means - situations where outcomes are less than those stated in the strategic objectives and may include - lost time disputes - work bans/go slow - disruptive conflict - low/high turnover of labour - external interference - quality/Occupational Health and Safety/environmental failure - productivity below budget - costs above budget - failure to meet strategic and/or operational objectives

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage human resource management information systems • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ integrate demonstration of all elements and their performance criteria ○ monitor and evaluate an effective human resource information system which provides business units within the organisation with human resource data needed to make key business decisions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR401A Administer human resource systems ○ BSBHR402A Recruit and select personnel ○ BSBHR403A Process human resource documents and inquires
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Concepts of information privacy and security ○ Personnel records systems ○ Concepts of user needs ○ Organisational policies, procedures and goals ○ Human resource strategy and planning ○ Understanding of the concept of diversity ○ Equal Employment Opportunity ○ The relationships between human resource functions ○ Human resource policies and practices ○ Evaluation methodologies ○ Information processing techniques ○ Information management systems ○ Teleworking • Required skills ○ Planning skills to undertake the implementation of the Human Resource information systems ○ Consultative skills to ensure all users have input to the selection criteria ○ Negotiation skills to achieve consensus in dealing with resource problems and disagreements ○ Project management and evaluation skills to manage the specification, selection, installation and consistency of the systems ○ Communication and report writing skills

	○ Technology skills including the ability to select and use technology appropriate to the task ○ Risk management skills to ensure that any risks associated with the installation of new hardware, software, peopleware are mitigated ○ Performance measurement techniques to measure the success of the system ○ Benchmarking skills to ensure the system is performing to the latest industry standards at a competitive cost ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	2	2	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information -To provide and manage a system to collect and safeguard human resource information • Communicating ideas and information - To provide information • Planning and organising activities -To implement the human resource information system • Working with teams and others -To implement the human resource information system • Using mathematical ideas and techniques - To record and retrieve information • Solving problems - To provide the service • Using technology - To aid communication and to record and retrieve information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR503A	MANAGE PERFORMANCE MANAGEMENT SYSTEMS
HRM	Human resource management

DESCRIPTION: The unit covers the major components of managing and supporting performance management systems. Day-to-day coaching and informal feedback, leading to regular performance feedback sessions are covered. Specific interventions associated with underperformance and/or misconduct are also included.

ELEMENT	PERFORMANCE CRITERIA
1 Develop performance management systems	1.1 Strategic and operational plans are analysed to identify relevant policies and objectives 1.2 Performance objectives, key performance indicators and performance standards (including codes of conduct) are developed in consultation with operations managers 1.3 Systems are developed to ensure performance is monitored and there is feedback throughout the period of employment 1.4 Systems developed are flexible enough to cover the range of employment situations within the organisation 1.5 Systems are responsive to changing circumstances/developments, both internal and external to the organisation
2 Implement performance management systems	2.1 Relevant groups and individuals are trained to monitor performance and identify performance gaps 2.2 Performance is monitored regularly and intervention occurs to recognise both sub-standard and excellent performance 2.3 Interventions are undertaken in accordance with organisational policies and legal requirements 2.4 Follow-up occurs to ensure the intervention achieves the required performance 2.5 Employees performing below standard are counselled and disciplined in accordance with organisational policies and legal requirements 2.6 Employees failing to respond to interventions as required are terminated in accordance with organisational policies and legal requirements 2.7 Excellence is recognised in accordance with organisational policy
3 Coordinate formal feedback processes	3.1 Performance feedback plans are developed in consultation with relevant managers/team leaders and agreed 3.2 Training and assistance is provided to managers/team leaders participating in the feedback process 3.3 Performance feedback is designed in accordance with the feedback plan 3.4 Plans for performance improvement and individual learning and development are agreed 3.5 Processes are in place to deal with any problems or grievances which arise from the performance feedback 3.6 Specialist advice on career development is made available to participants in the process

4 Coordinate individual/group learning development plans	4.1 Appropriate providers for the agreed plans are identified and contracted in accordance with organisational policies 4.2 Learning and development plans are designed to contribute to the development of a learning organisation 4.3 Learning and development plans are delivered according to agreed time frames and deliver specified outcomes 4.4 Learning and development activities are monitored to ensure compliance with quality assurance standards 4.5 Remedial action is negotiated with providers where necessary 4.6 Reports are generated to advise appropriate managers on progress and success rates of activities 4.7 All aspects of the performance management system are evaluated regularly and improved in keeping with organisational objectives and policies

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Performance management	means - a process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short and longer term - in accordance with relevant industrial agreements
Key performance indicators	means those measures developed to gauge performance outcomes against targets
Performance standards	means the level of performance sought of an individual or group which may be expressed either quantitatively or qualitatively
Code of conduct	means an agreed (or decreed) set or rules relating to employee behaviour/conduct with other employees or customers

Employment situations	may include • production • processing • office/clerical • technical/scientific • physical labour • warehousing/transport • marketing/sales • teleworking
Relevant groups and individuals	means • all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Performance gaps	means • situations where outcomes are less than those stated in the strategic objectives and may include ○ lost time disputes ○ work bans/go slow ○ disruptive conflict ○ low/high turnover of labour ○ external interference ○ quality/Occupational Health and Safety/environmental failure ○ productivity below budget ○ costs above budget ○ failure to meet strategic and/or operational objectives
Intervention	may include • giving praise • recognition of good performance • coaching • counselling • discipline
Termination	means • a cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements
Excellence in performance	means • regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards

Individual learning and development activities	may include • skills training • enhancement of knowledge • personal development • mentoring • project work • visits
Career development	means • a plan of learning development and experiences to prepare a person for more rewarding positions
Appropriate providers	include • external providers • internal providers • trainers • consultants
Learning organisation	means • an organisation that displays the capacity to continually adapt to changes in its business environment
Specified outcomes	means • the achievement of pre-agreed performance targets
Quality assurance standards	means • pre-determined statements relating to specifications on how a product or service is presented to the user
Remedial action	means • action designed to rectify a particular problem or aspect of performance

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage performance management systems • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate expertise in handling individuals in situations of both below standard and above standard performance ○ coordinate the performance feedback process, and ensure the necessary learning and development of individuals actually happens ○ demonstrate on-going development, monitoring and evaluation of effective performance management systems across the organisation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR507A Manage separation/termination
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Understanding of performance management concepts within a particular organisational context ○ Dispute resolution procedures ○ Grievance procedures ○ Freedom of information, privacy, confidentiality ○ Learning and development strategies to support performance management systems ○ Understanding of organisational goals, policies and procedures relating to performance management ○ Range of evaluation methodologies ○ Understanding of the concept of diversity ○ Equal Employment Opportunity policies and legislation • Required skills ○ Consultative skills to ensure the systems are supported by the managers and employees ○ Evaluation of programs and strategies to ensure performance objectives are achieved ○ Conflict management skills to deal with grievances, disputes or disagreements which may arise ○ Training, coaching, mentoring and facilitation skills to ensure managers are competent to deliver the systems ○ Negotiation skills to negotiate changes to the system from time to time

	○ Counselling skills to assist managers and/or employees who are having difficulties/problems ○ Communication and report writing skills to ensure there is two-way flow about how the systems are performing ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To develop performance management systems • Communicating ideas and information - To provide information and advice • Planning and organising activities - To aid development and implementation of the system • Working with teams and others - To review and enhance people performance • Using mathematical ideas and techniques - To review and design the system • Solving problems - To facilitate effective implementation and assessment of system • Using technology - To aid communication Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR504A	MANAGE INDUSTRIAL RELATIONS POLICIES AND PROCESSES
HRM	Human resource management

DESCRIPTION: This unit covers the range of competencies required of a manager who has day-to-day involvement in, and management of, industrial relations matters within the organisation. It includes negotiations, conflict management and dispute resolution.

ELEMENT	PERFORMANCE CRITERIA
1 Develop industrial relations (IR) strategies/policies	1.1 Strategic plans and operational plans are analysed to determine long term industrial relations objectives 1.2 Existing industrial relations performance is analysed in relation to strategic Industrial Relations objectives 1.3 Performance gaps are identified by the management team 1.4 Options are evaluated in terms of cost benefit and risk analyses 1.5 Industrial relations strategies/policies are agreed within the management team 1.6 Options to eliminate the gaps over the short to medium term are developed
2 Industrial relations strategies/policies and plans are implemented	2.1 An implementation plan for the Industrial Relations strategies/policies is developed by the management team 2.2 The implementation plan includes risk analyses and contingency plans 2.3 Training and development is provided where appropriate to support the IR plan 2.4 Contingency plans are prepared in the event that negotiations break down 2.5 Negotiations are undertaken between employer representatives and employee representatives, to agree to changes required by either group 2.6 Agreed outcomes of negotiations are documented and certified in the relevant jurisdiction where appropriate 2.7 Breakdowns in negotiations are managed in accordance with the organisation's Industrial Relation strategies/policies and legal requirements 2.8 Outcomes of agreements are monitored and evaluated 2.9 Remedial action is taken where groups or individuals fail to abide by agreements
3 Manage conflict	3.1 Problem solving/grievance procedures are agreed and documented 3.2 Individuals are trained in conflict management techniques 3.3 Procedures are in place to ensure early advice/notification of grievances/conflicts/disputes within the organisation 3.4 Causes of conflict/grievance are identified and alleviated/eliminated in accordance with organisational policies and legal requirements 3.5 Disputes resolution procedures are followed with referral to external bodies as a last resort 3.6 Specialist/expert advice is sought and considered where appropriate 3.7 The organisation's position is strongly advocated by appropriate representatives both internally and within relevant jurisdiction 3.8 Workplaces are monitored to minimise dysfunctional conflict 3.9 Conflict management procedures are regularly reviewed and improved where appropriate

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Long term industrial relations objectives	may include - developing and maintaining the commitment of employees to workplace reform - promoting more effective communication throughout the organisation - achieving successful outcomes from negotiation and maintaining consultative processes with groups and individuals both inside and outside the organisation - effective management of grievances, conflict situations and dispute resolution procedures - introducing on-going workplace reform
Performance gaps	means - situations where outcomes are less than those stated in the strategic objectives and may include - lost time disputes - work bans/go slow - disruptive conflict - low/high turnover of labour - external interference - quality/Occupational Health and Safety/environmental failure - productivity below budget - costs above budget - failure to meet strategic and/or operational objectives

Cost benefit analysis	means a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Risk analysis	means a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Short to medium term	means from the present to the period extending over the next 12 months
Implementation plan	may include - documented objectives, methodology and time frame - project plan
Contingency plan	may cover - unpredicted staff shortages - unpredicted customer demand - accidents or emergencies - legal action/protection
Employer representative	may include - line manager - internal/external human resource expert - internal/external industrial relations expert - employer associations
Employee representative	may include - employee chosen by peer - union delegate - union organiser/official
Certified	means - Australian Workplace Agreements - workplace and enterprise bargaining agreements

Legal requirements	means all relevant state and federal legislation, regulations, awards and agreements
Conflict management techniques/procedures	may include those which deal with - dispute resolution procedures - negotiating/bargaining - controlling difficult situations using legal remedies
Disputes resolution procedures	may include - informal organisational processes - organisational policies/processes - procedures enforceable under an award, agreement or Act of parliament
Advocated	may include - written or oral advocacy - informal and formal
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to Manage industrial relations policies and processes • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate the actual performance of the negotiation/conflict management role ○ organise development and documentation of strategies and plans which address all of the relevant industrial relations matters between the organisation and its employees and clearly identify areas for improvement/reform ○ demonstrate negotiation and conflict management skills which are able to deliver predetermined organisational outcomes
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR604A Manage employee relations
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Industrial relations as a concept within an organisational context ○ Workplace reform in a best practice context ○ Role of employee representatives and employee organisations ○ Case preparation and presentation techniques ○ Relevant state and federal industrial relations systems ○ Enterprise and workplace bargaining ○ Changing economic, social, demographic, labour market conditions and educational trends ○ Human resource strategy and planning ○ Industrial relations policies and practices • Required skills ○ Consultative and negotiation skills to develop Industrial Relations strategies and implement them ○ Project management skills to manage workplace reform and development of certified agreements ○ Counselling skills where individuals are involved in conflict situations ○ Communication skills to impart and explain knowledge on Industrial Relation matters to managers and employees ○ Debating and advocacy skills to put forward organisation's support of company objectives, both informally and in relevant jurisdictions ○ Facilitation skills to work with groups to achieve consensus outcomes to problems in the workplace

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To prepare for negotiations • Communicating ideas and information - To assist in the understanding of Industrial Relation concepts • Planning and organising activities - To implement Industrial Relation strategies • Working with teams and others - To aid the negotiation process • Using mathematical ideas and techniques - To analyse data • Solving problems - To minimise the impact of grievances and disputes • Using technology - To aid communications and record keeping Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR505A	MANAGE REMUNERATION AND EMPLOYEE BENEFITS
HRM	Human resource management

DESCRIPTION: This unit covers the implementation of an organisation's remuneration and benefit plans. It incorporates all functions associated with this important human resource area, including remuneration packaging, market rates reviews and the legislative aspects of remuneration and employee benefits.

ELEMENT	PERFORMANCE CRITERIA
1 Develop the organisation's remuneration strategy	1.1 Strategic and operational plans are analysed to determine the scope of remuneration plans 1.2 Research is undertaken on current practice, recent developments and legislative parameters for the remuneration strategy 1.3 Options are developed for consideration by relevant managers 1.4 Options are presented showing the linkage to organisational strategic objectives 1.5 Remuneration policies and incentive plans are agreed and documented
2 Implement the remuneration strategy	2.1 Occupational groups are researched to determine those which are award based 2.2 Market rate surveys are accessed/undertaken regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained 2.3 Job evaluations are conducted, where relevant, to develop a profile of internal relationships for particular occupational groups 2.4 Remuneration plans ensure that award based employees receive at least their minimum entitlements in accordance with organisational policies and procedures 2.5 Salary packages comply with organisational policies and legal requirements including fringe benefit tax and superannuation 2.6 Incentive arrangements , if included, comply with the organisation's remuneration strategy
3 Review and update the remuneration strategy	3.1 Remuneration strategy incorporates methodologies for monitoring developments in remuneration arrangements, market rates, and legal developments impacting on remuneration and benefits 3.2 Managers and employees are consulted about the effectiveness of the remuneration strategy 3.3 Strategy and plans are amended as is necessary to meet organisational policies and legal requirements

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records and induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Remuneration and benefits	may include • salaries and wages • allowances • bonuses/incentives • employee share plans • share options • ex gratia payments • annual leave • long service leave • sick leave • family/carer's leave • special leave • study leave • leave without pay • motor vehicle • superannuation • expense reimbursement • fringe benefits • competency-based progression

Scope of remuneration plans	means the different remuneration and benefits payable to each occupational group in the organisation
Award based employees	means all employees covered by an award (federal or state) or an agreement based on an award
Market rates surveys	may include - surveys conducted by the organisation - purpose-built external surveys - general industry/community surveys
Job evaluation	means the use of one of the established points-based evaluation systems developed by remuneration specialists or a system developed within the organisation
Salary packages	means - a payment arrangement where the total remuneration and benefits payable to an employee are calculated as total cost of employment - salary - allowances - motor vehicle - superannuation - fringe benefits - it does not include payroll tax or worker's compensation insurance
Incentive arrangements	may include - commission - bonuses - share plans - share options - gain sharing - profit sharing

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage the implementation of an organisation's remuneration and benefit plans • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate capacity to apply different remuneration strategies and plans to different occupational groups and circumstances ○ organise the critical activities associated with the maintenance of award/agreement legal activities, using either internal or external resources (or a mix) ○ demonstrate compliance with all of the legal aspects of managing remuneration and benefits
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • for the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Understanding of contemporary industrial relations issues ○ Range of evaluation methodologies ○ Understanding of organisational goals, policies and procedures ○ Human resource strategy and planning ○ Understanding of the relationships between human resource functions ○ Remuneration principles/models and strategies ○ Taxation matters relating to remuneration salary packaging and fringe benefits ○ Superannuation, legislation and policies ○ Bonus/incentive schemes including gain sharing/profit-sharing ○ Leasing arrangements including novated leases • Required skills ○ Research skills to determine appropriate models of remuneration and benefits for particular occupational groups and individuals ○ Planning skills to develop remuneration and incentive plans ○ Consultative skills to consult with managers about remuneration options ○ Ability to evaluate remuneration plans in terms of costs, benefits and tax advantages ○ Negotiation skills to negotiate remuneration packages ○ Communication and report writing skills to impart knowledge about the remuneration plans to managers and employees

	○ Ability to operate with strict confidentiality in relation to all aspects of remuneration and benefits ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To design, monitor and evaluate an organisation's remuneration and employee benefits strategies and plans • Communicating ideas and information - To develop employee remuneration and employee benefits through consultation • Planning and organising activities - To plan the implementation of remuneration and benefits strategies • Working with teams and others - To plan in a consultative manner • Using mathematical ideas and techniques - To calculate benefits and tax effectiveness of remuneration options • Solving problems - To achieve consensus on approaches to remuneration • Using technology - To aid communication, record keeping and lodgement of information to relevant authorities Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR506A	MANAGE RECRUITMENT, SELECTION AND INDUCTION PROCESSES
HRM	Human resource management

DESCRIPTION: This unit covers all aspects of the recruitment selection and induction processes from the perspective of an human resource manager responsible for ensuring the organisation undertakes these processes in accordance with predetermined policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Develop recruitment selection and induction processes	1.1 Strategic and operational plans and policies are analysed to identify relevant policies and objectives 1.2 Recruitment and selection processes and relevant developments are developed 1.3 Appropriate technology is employed to improve the efficiency and effectiveness of the recruitment/selection process 1.4 Specialists are utilised for those parts of the process which are necessary 1.5 Content and methodology for induction processes are agreed and documented (induction plan) 1.6 Forms, procedures and induction processes are trialled and measured against objectives 1.7 Performance gaps are analysed and improvements introduced prior to implementation
2 Recruitment and selection of staff	2.1 Future human resource needs are determined in collaboration with relevant managers and sections 2.2 Position descriptors and person specifications for vacancies are provided to relevant managers and updated where appropriate 2.3 Training and assistance is provided to all persons involved in the recruitment/selection process 2.4 Vacant positions are advertised in accordance with organisational policy and advertisements meet all legal requirements 2.5 Selection procedures are implemented in accordance with organisational policy and legal requirements 2.6 Applicants are advised of selection outcome 2.7 Terms and conditions of employment and probation period are advised to successful applicants
3 Manage induction of staff	3.1 Training and assistance is provided to all persons engaged in inducting staff 3.2 Induction is undertaken in accordance with the induction plan 3.3 Employees are assessed at the completion of the induction program 3.4 Feedback is obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5 Improvements are introduced to the induction process in accordance with feedback received and organisational policies 3.6 Probationary employees are performance managed and provided with feedback until their employment is confirmed

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Recruitment and selection processes	may include • job analysis • job description • job evaluation • recruitment advertising • use of external agencies • application processing • competency profiling • job classifications, assessment centres • psychometric assessment • commercial software packages to improve efficiency in recruitment and selection processes
Performance gaps	may include • situations where outcomes are less than those stated in the strategic objectives and may include ○ lost time disputes ○ work bans/go slow ○ disruptive conflict ○ low/high turnover of labour ○ external interference ○ quality/Occupational Health and Safety/environmental failure ○ productivity below budget ○ costs above budget ○ failure to meet strategic and/or operational objectives

Relevant managers and sections	means those who have a role in the recruitment selection or induction processes
Advertisements	may include - internal bulletin - internal notice board - newspaper - radio - television - internet - recruitment agencies
Probation period	means the period from the date of appointment until the employee is confirmed in their employment, during which regular performance feedback and relevant training and development occurs
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to administer human resource systems • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ integrate demonstration of all elements and their performance criteria ○ establish effective recruitment and selection processes which facilitate the supply of human resources matched to organisational needs
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR402A Recruit and select personnel
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Relevant terms and conditions of employment ○ Recruitment and selection methods, including assessment centres ○ Reliability and validity as applied to recruitment and selection methods ○ Understanding of psychometric and skills testing programs ○ Concept of outsourcing ○ Employee contracts ○ Internet-based recruitment ○ Industrial relations systems ○ Changing economic, social, demographic, labour market conditions and educational trends ○ Understanding of the organisation's strategic goals, policies and procedures, and their implications for future human resource requirements ○ Human resource strategy and planning ○ Understanding of the concept of diversity ○ Equal employment opportunity • Required skills ○ Consultation skills to consult with other managers regarding recruitment/selection/induction requirements ○ Internal and external marketing skills to attract applicants to apply for vacant positions ○ Technology skills to access information and to select and use appropriate technology to assist in the recruitment process ○ Negotiation skills to negotiate terms and conditions of employment

	○ Communication skills to advise potential applicants about positions and answer inquiries ○ Interviewing skills to participate in/support managers in selection interviewing ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To develop, coordinate and implement processes to recruit and select human resources to meet organisational needs • Communicating ideas and information - To consult with managers to develop recruitment and selection plans • Planning and organising activities - To facilitate the selection processes • Working with teams and others - To deliver effective induction programs • Using mathematical ideas and techniques - To aid planning • Solving problems - To ensure both managers and new employees are satisfied with the outcomes • Using technology - To aid communication and enhance recruitment and selection process Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR507A	MANAGE SEPARATION/TERMINATION
HRM	Human resource management

DESCRIPTION: This unit covers all aspects of separation/termination of an employment contract. It deals with the establishment and maintenance of systems to deal with redeployment, resignation, retirement, dismissal and redundancy, including the conduct of exit interviews.

ELEMENT	PERFORMANCE CRITERIA
1 Develop processes for separation/termination of employment	1.1 Research is undertaken to determine features of best practice systems of separation/termination and the legal requirements 1.2 Consultation is undertaken with relevant managers prior to the introduction of new forms, procedures or systems 1.3 Forms and procedures are developed for all forms of separation/termination and trialled in the Human Resource information system 1.4 Procedures allow adequate time for employees to make appropriate decisions about their separation/termination 1.5 Procedures for separation/termination ensure respect for the individuals involved and strict confidentiality 1.6 Procedures for dismissal meet all legal requirements and organisational objectives 1.7 Feedback is sought from exiting employees and their managers as to the effectiveness of the forms and procedures 1.8 Problems are identified and improvements in the separation/termination processes are identified and introduced in accordance with organisational policies and legal requirements 1.9 Redundancy policies and procedures are developed for utilisation in the event of either voluntary or involuntary redundancies which arise 1.10 Redeployment procedures are developed which take account of the situation, performance and personal qualifications of those involved
2 Manage separation/termination processes	2.1 Reports are generated regularly indicating the retirement intentions of employees on the grounds of age 2.2 Redeployment procedures ensure agreement between the employee and the organisation as to the new contract of employment 2.3 Communication systems are established which provide all necessary information about separation/termination procedures, and ensure early notification of retirement or resignation 2.4 Redundancy plans are implemented in the event of voluntary or involuntary redundancies arising 2.5 Outplacement assistance is provided in accordance with organisational policies and legal requirements 2.6 Dismissals for incapacity to perform or misconduct are carried out in accordance with organisational policies and procedures 2.7 Separation/termination procedures are regularly reviewed and evaluated, and improvements introduced in accordance with the evaluation and organisational policies

3 Conduct exit interviews	3.1 Separating employees are invited to participate in exit interviews 3.2 Time, place and duration of exit interview is agreed 3.3 Standard exit interview forms are completed and a report prepared by the interviewee 3.4 Feedback is collated, depersonalised, and used as an input to performance improvement processes throughout the organisation

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Research	may include • database search • library search • use of consultants/specialists • visits to best practice organisations
Forms and procedures	may include • human resource manual • employee bulletin • human resource web site • human resource intranet • internal copy forms
Procedures for separation/termination	may include • counselling • advising of separation/termination (written or oral) • negotiation • exit interviews

Procedures for dismissal	may include • counselling • warnings (written or oral) • negotiation with employee and/or representative • and must include ○ due process (at least one opportunity for the employee to give an explanation of their continued incapacity or misconduct)
Redundancy	means • when an organisation decides it has a job which it does not require to be done anymore by either the present incumbent or someone else
Redeployment	means • the cessation of one contract of employment and its replacement with a new contract for a different position
Retirement	means • the decision by an employee to bring their contract of employment to an end as a consequence of their age or ill health
Communication systems	may include • written documentation • manuals • on-line facilities • policy and procedure statements, guides • information brochures and pamphlets • oral advice and guidance • one-on-one meetings • small group/team meetings • telephone contact and/or electronic mail • training programs • employee bulletins • performance feedback sessions
Dismissal	means • termination of the employee by the employer for misconduct or incapacity to perform their job

Separation/termination	means - the conclusion of the employment contract by either party or both parties mutually - and may include - expiry of a fixed term contract - cessation of a casual labour agreement - resignation - retirement - redundancy - redeployment - dismissal
Exit interview	means a formal standard interview conducted in accordance with organisational policy, to obtain information from an employee who is leaving their employment, about their employment experiences
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of all aspects of separation/termination of an employment contract • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate the capacity to manage the full range of separation/termination situations, in compliance with organisational policies and legal requirements ○ organise effective redeployment of an employee as a result of changed organisational needs, performance issues or employee rehabilitation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR503A Manage performance management systems
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Understanding of organisational goals, policies and procedures ○ Redeployment processes ○ Employee relations issues including award interpretation and employee entitlements ○ Work design and organisation ○ Employment contracts ○ Organisational policies for work performance standards and misconduct ○ Sexual harassment, discrimination, racial vilification policies and legislation ○ Disputes and grievance procedures ○ Concepts of dismissal, suspension, voluntary termination, retirement and redundancy ○ Concept of employee rehabilitation ○ Employee rehabilitation procedures ○ Understanding of contemporary industrial relations issues ○ Human resource strategy and planning ○ Understanding of the concept of diversity ○ Equal employment opportunity ○ Understanding of the relationships between human resource functions ○ Human resource policies and practices ○ Relevant legislation which applies to human resources including workers' compensation, superannuation schemes, redundancy, retirement and unfair dismissals

	○ Performance management ● Required skills ○ Performance management/coaching skills to assist managers with employees who are to be redeployed ○ Interviewing skills to interview exiting employees ○ Counselling skills to assist managers/employees with problem ○ Consultative skills to ensure the systems are owned and supported by other managers and employees ○ Evaluation skills to carry out on-going evaluation of the procedures utilised ○ Negotiation skills to negotiate terms and conditions of separation/termination ○ Research skills to identify best practice in separation/termination procedures ○ Communication skills to impart knowledge about the systems to other managers ○ Form design to develop simple and effective forms ○ Advocacy skills to advocated the company position in unfair dismissals ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	● Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace ● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	● In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	● Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement ● Assessment must take account of the endorsed assessment guidelines ● Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment ● Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To ensure employee separation/termination is correctly carried out • Communicating ideas and information - To ensure a thorough understanding of separation/termination procedures • Planning and organising activities - To conduct counselling and exit interviews • Working with teams and others - To review and improve separation/termination procedures • Using mathematical ideas and techniques - To aid planning • Solving problems - To deal with difficult separation/terminations • Using technology - To aid communication and record-keeping Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR508A	MANAGE WORK/LIFE SKILLS
HRM	Human resource management

DESCRIPTION: This unit covers the skills and knowledge required to manage projects within a work/life skills context. It has particular relevance for managers of human resources or diversity programs, frontline managers and specialist consultants responsible for promoting a balance between work demands and personal life.

ELEMENT	PERFORMANCE CRITERIA
1 Research and analyse work/life needs	1.1 Information to achieve work/life changes are identified and collected from appropriate sources 1.2 Appropriate language and behaviour is used to communicate ideas and information 1.3 Relevant business objectives and resources needed to position the organisation as an "employer of choice" are identified 1.4 Diverse ideas and approaches are developed and refined 1.5 Possibilities and constraints are identified and assessed, and project concept identified and agreed in principle
2 Plan work/life skills project	2.1 Project scope and objectives are developed in consultation with appropriate industry consultants, colleagues and managers 2.2 Strategies are developed and aligned with corporate goals, mission statements and directions 2.3 Administrative structure and resources for the project are planned and created 2.4 Project responsibilities are agreed upon and clearly communicated to all stakeholders 2.5 Communications and marketing strategies are planned in conjunction with stakeholders 2.6 Suitable evaluation methods are agreed and overall project management plan is developed and communicated to stakeholders
3 Implement, administer and monitor project	3.1 Policy documents are prepared and strategies implemented and monitored, in conjunction with project team members 3.2 Support, assistance and mentors are provided to team members as appropriate 3.3 Sound interpersonal and communication skills are used to build trust, respect and credibility 3.4 Team members are treated with integrity, respect and empathy 3.5 Tracking systems are implemented and monitored according to project guidelines 3.6 Project milestones are reached within agreed timelines and regular progress reports are provided to stakeholders
4 Evaluate projects	4.1 Agreed evaluation methods are used to assess the effectiveness of the project at specific stages 4.2 Information from project evaluation process is communicated to stakeholders 4.3 Evaluation process involves all stakeholders and outcomes are incorporated into continuous improvement strategies, enterprise agreements and future corporate plans

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Work/life skills practitioners will usually be engaged in a workplace context in which	they may - work autonomously under broad guidance, manage, supervise, train or guide others - plan and manage the work of others - be involved in self-directed application of knowledge - operate in varied or highly specific contexts - use competencies independently for routine and non-routine services - use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints - use existing skills from legal, financial, planning and human resource sectors
Sources of information and research	may include - input from internal and external sources - internet, libraries - Australian Council of Trade Unions, enterprise bargaining agreements - government legislation and materials relating to workplace relations, industrial relations, affirmative action, equal employment opportunity and conditional employment schemes - existing internal employment conditions, leave arrangements, work/life programs and amenities

"Employer of choice"	means • that the organisation has a policy of ensuring that individuals, the team and the organisation, gain from change • it is viewed as having a positive approach to developing diversity and work/life policies and can include flexible work practices, eg, type of employment, leave options, employee programs, on-site amenities
Stakeholders	may include • owners/management/financial backers • colleagues, team members or other staff members
Project management plan	will normally include • cost benefit analysis and contingency plans • key project milestones • additional resource requirements (including technology) • strategies to assess, review and communicate progress against project goals • strategies to obtain management approval for project plan
Evaluation methods	may include • mapping against agreed goals and priorities • incorporation of results into on-going work/life projects • additional resource requirements required (including technology)
Flexible working practices	can include • part time work, job share • 48/52 arrangements • teleworking/telecommuting • flexible hours arrangements • sabbatical leave or other leave arrangements
A range of learning methodologies may be used	including • short course training program • mentors (being a mentor and having a mentor) • shadowing • action learning • exchange/rotation

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage projects within a work/life skills context • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ◦ research, analyse, plan, implement, monitor and administer a project and to demonstrate effective project management, communication and leadership skills
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ BSBHR501A Manage human resource consultancy services
Required knowledge and skills	• Required knowledge ◦ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ◦ Project management processes and systems ◦ An understanding and knowledge of work/life philosophy and its impact in an organisation ◦ In-depth knowledge of the nature of the work/life project being managed including internal and external issues to be considered ◦ Processes to assess, review and communicate progress against project goals ◦ Principles of organisational change and diversity ◦ Quality and continuous improvement processes and standards • Required skills ◦ Skills in the areas of planning, negotiation, leadership, marketing, budgets, administration and training are necessary to manage work/life skills projects ◦ Ability to communicate to participants and managers of these areas ◦ Ability to manage and deal with organisational change and diversity ◦ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To research trends and analyse needs • Communicating ideas and information - With members of the work team and other stakeholders • Planning and organising activities - To develop and implement strategies • Working with teams and others - To implement the project • Using mathematical ideas and techniques - As an aid to planning, administering and evaluation • Solving problems - To implement the project plan • Using technology - To assist analysis and planning Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR509A	MANAGE REHABILITATION/RETURN TO WORK PROGRAMS
HRM	Human resource management

DESCRIPTION: This unit covers the processing and analysis of both workers' compensation and sick leave claims to establish rehabilitation needs and return-to-work programs. It also covers the establishment of these programs and their monitoring, on-going review and evaluation.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse claims	1.1 Claims are processed in accordance with organisational policies and legal and insurance requirements 1.2 Claims are disputed where insurer or organisational requirements are not met 1.3 Rehabilitation provider is notified in accordance with organisational procedures 1.4 Claimants are advised as to whether their claim has been accepted 1.5 Claims are analysed to identify the nature of the illness/injury and report prepared 1.6 The report identifies the projected period of absence and where rehabilitation assistance is required
2 Establish rehabilitation/return-to-work program	2.1 Consultation occurs between rehabilitation provider and the treating doctor 2.2 Consultation occurs between the rehabilitation provider, relevant managers and the employee 2.3 Job redesign, reduced hours and alternative duties are considered in the light of medical advice 2.4 A rehabilitation/return-to-work program is designed to achieve a successful return-to-work 2.5 Return-to-work program is approved by relevant managers 2.6 Rehabilitation program is agreed with employee 2.7 Risk analysis is undertaken in relation to proposed program and risk is mitigated where appropriate 2.8 Program commences as close to accident/illness as possible
3 Monitor/evaluate rehabilitation/return-to-work program	3.1 Regular feedback/communication between provider, supervising manager and employee is encouraged 3.2 Regular contact and support between the provider and employee is in place 3.3 Breaches of the return-to-work program are identified and remedial action promptly taken 3.4 Return-to-work program referred to workers' compensation authorities where breaches occur 3.5 Return-to-work program is modified where appropriate if it is not delivering the required outcomes 3.6 Each rehabilitation/return-to-work program is evaluated at its conclusion and recommendations for system improvement implemented where appropriate

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Claims	may include - workers' compensation claims - sick leave claim/application
Rehabilitation provider	may include - internal employee - external consultant
Alternative duties	may include - redeployment to a new position - undertaking a limited range of duties in their normal job
Risk analysis	means a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Mitigation	means action taken to reduce or eliminate risk identified

Workers' compensation authorities	means the relevant court, tribunal or commission having jurisdiction in respect to workers' compensation matters
Evaluation	means determining the extent to which the program meets its objective in respect to timeframes, success rates, cost and impact on the organisation
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to process and analyse work's compensation and sick leave claims to establish rehabilitation needs and return-to-work programs • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ monitor and oversee rehabilitation and return-to-work programs, with an emphasis on outcomes ○ develop swift intervention and remedial action where programs are not meeting their objectives
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Organisational policies and procedures relating to rehabilitation and return-to-work ○ Workers' compensation tribunal procedures ○ Rehabilitation concepts ○ Return-to-work procedures ○ Impact of injury/illness on job performance • Required skills ○ Coordination skills to ensure all the elements of the plan are implemented correctly and in a timely way ○ Negotiation skills to negotiate disputed claims ○ Consultation skills to consult with rehabilitation providers, medical practitioners, managers and employees ○ Communication skills to answer questions and correspond with employees, medical practitioners and managers ○ Advocacy skills to put the organisation's case to employee representatives and/or relevant tribunals ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To ensure that the return-to-work program achieves its objectives • Communicating ideas and information - To assist employees who are involved, and their managers • Planning and organising activities - To plan a speedy and successful return-to-work • Working with teams and others - To ensure continuous improvement in return-to-work • Using mathematical ideas and techniques - To calculate program costs and benefits • Solving problems - To ensure employees and managers are satisfied with the program • Using technology - To assist scheduling, analysis and planning Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR601A	MANAGE CHANGE
HRM	Human resource management

DESCRIPTION: This unit covers all of those activities associated with the identification of strategic change requirements and opportunities, the development of change management strategies and their implementation and evaluation.

ELEMENT	PERFORMANCE CRITERIA
1 Identify change requirements/opportunities	1.1 Strategic change needs are identified through an analysis of strategic plans 1.2 Existing policies and practices are reviewed against strategic objectives to identify change requirements 1.3 Events or trends which impact on the achievement of organisation's objectives are identified through a monitoring of the external environment and assessed 1.4 Major operational change requirements are identified through on-going identification of performance gaps 1.5 Change requirements/opportunities are reviewed with relevant managers and prioritised 1.6 Specialists and experts are consulted as appropriate to assist in the identification of major change requirements/opportunities
2 Develop change management strategy	2.1 Cost/benefit analyses are undertaken for high priority change requirements/opportunities 2.2 Risk analysis is undertaken, barriers to change identified, and mitigation strategies documented in risk management plans 2.3 Project plan is developed which establishes objectives/outcomes, timetable, budget and methodology for change program 2.4 Approvals are obtained from relevant authorities to confirm the change management process 2.5 Resources are assigned to the project and reporting protocols agreed between the relevant managers
3 Implement change management strategy	3.1 Communication/education plans are developed through consultation with relevant groups and individuals 3.2 Activities are arranged to deliver the communication/education plans to all relevant groups and individuals 3.3 Communication/education plans clearly promote the benefits of the change to the organisation and minimise loss to the individuals/groups 3.4 Consultation with relevant groups and individuals provides for input to the process 3.5 Barriers to the changes required are identified and addressed in accordance with risk management plans 3.6 Interventions and activities set out in project plan are executed in accordance with project timetable 3.7 Strategies for embedding the change are activated 3.8 Regular evaluation and review occurs and project plan is modified where appropriate to achieve change program objectives 3.9 Further change requirements/opportunities are identified and project plans are modified where appropriate

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreement and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Occupational Health and Safety considerations	may include - establishment and maintenance of Occupational Health and Safety training, records, induction processes - performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Change requirements/opportunities	refers to the activities which need to be undertaken to deal with underperformance (requirement) or to move the organisation to a stronger competitive advantage (opportunity)
Strategic change needs	means those actions arising from strategic planning activities to bring about major change in the organisation, eg, they may relate to people, processes, technology or structure
Events or trends	may include - economic/financial - social/domestic - technological - political - legal - ethical - consumer/marketing - community - outsourcing/insourcing

The external environment	may be • social • economic • political • legal • technological • ecological
Major operational change requirements	means • those changes which needs to be made to the organisation to maintain or improve performance and/or competitive position
Performance gaps	may include • situations where outcomes are less then those stated in the strategic objectives and may include ○ lost time disputes ○ work bans/go slow ○ disruptive conflict ○ low/high turnover of labour ○ external interference ○ quality/Occupational Health and Safety/environmental failure ○ productivity below budget ○ costs above budget ○ failure to meet strategic and/or operational objectives
Relevant managers	refers to • those managers who are ○ affected by the change ○ participating in the change project ○ hold a leadership position in the organisation
Cost/benefit analyses	are • calculations to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking the action
Barriers to the changes	may include • individual misunderstanding the purpose of the changes • failure to see the need • fear of the unknown • fear of loss of status, security, power, friends • lack of identification with the change • lack of involvement in the change • vested interests • challenge to group norms/established roles • conflict between personal/organisational objectives • existing reward systems may support status quo

	• interdepartmental rivalry/conflict • threat to balance of power • tired of change • existing organisational culture • change strategies poorly chosen • history of failed change projects • inappropriate organisational structure
Risk analysis	means • a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Mitigation strategies	means • strategies put in place or action taken to reduce or eliminate risk identified
Risk management plans	means • the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Approvals	means • formal approval from the manager(s) who have responsibility for the area(s) of the organisation affected by the change project
Relevant authorities	refers to • the person (or persons) who have the authority to approve any or all of the change activities
Project plan	means • a properly documented plan of the change process including all of those components required by the organisation
Methodology for change programs	may include • communication/consultation • education • training • surveys of those affected

Resources	means - employees/managers - external/internal consultants - contractors - physical assets - financial/budget approval - hardware/software
Reporting protocols	means the agreed processes and media for reporting change activities to the groups and individuals affected by the change program
Communication/education plans	means the documented range of activities designed to ensure all affected groups and individuals (and other relevant parties) obtain sufficient knowledge to allow them to understand what is happening and why, and to allow them to participate where appropriate
Relevant groups and individuals	refers to those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Input	may be - oral - written/electronic - individual - group/team
Intervention and activities	may include - training - action research - team building - job redesign - transition analysis - surveys (with feedback) - sensitivity training - succession planning - career planning - intergroup team building - termination or redeployment

Strategies for embedding the change	refers to the activities and events for • creating the desire/need to change • unfreezing the organisation • changing behaviours of relevant people • refreezing
Regular evaluation and review	means • that the project plan provides for an individual or group to monitor progress of the change program and implement changes to the plan where this becomes necessary
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge for the identification of strategic change requirements and opportunities, the development of change management strategies and their implementation and evaluation - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - Organise quality of the project plan and the effective management of the plan to produce the intended results - demonstrate the effectiveness of the communication and education in ensuring that all relevant groups and individuals understand the need for the change(s) - organise development and implementation of activities to lessen/remove resistance to change in the early stages of the process
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBHR603A Contribute to organisation development - BSBMGT609A Manage risk - BSBMGT601A Contribute to strategic direction
Required knowledge and skills	- Required knowledge - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Concepts of transition management - Strategic planning concepts - Organisational policies and procedures - Performance management - Change management theories/concepts/strategies - Approvals/delegations within the organisation - Learning organisation concepts - Action research approaches - Organisation structure/design - Decision support system concepts - Required skills - Analytical skills to analyse strategic plans, events and trends to identify change requirements, and to undertake cost/benefit and risk analyses - Project management skills to ensure that the change management process meets its objectives, timetable and budget - Problem solving and decision making skills to deal with problems which arise during the implementation of the change process

	○ Communication/education skills to ensure that all relevant groups and individuals understand why the change is to occur and how it impacts on them ○ Consultative skills to involve all relevant groups and individuals in the change process ○ Strategic thinking skills to develop change management strategies which are appropriate to the circumstances of the organisation ○ Negotiation and facilitation skills to work with people at all levels of the organisation to ensure change management objectives are met ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To plan the change process • Communicating ideas and information - To develop support for the changes which need to be introduced • Planning and organising activities - To integrate the change activities across the organisation • Working with teams and others - To involve all affected parties in the change process • Using mathematical ideas and techniques - To develop optimum solutions to complex problems • Solving problems - To ensure the change project outcomes are achieved • Using technology - To monitor the execution of the change process Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR602A	MANAGE HUMAN RESOURCE STRATEGIC PLANNING
HRM	Human resource management

DESCRIPTION: This unit covers the activities required to develop, implement and maintain a strategic approach to the management of human resources in an organisation.

The unit is a critical one for any Human Resource manager, and should be undertaken after a firm grounding has been established across a range of Human Resource activities.

ELEMENT	PERFORMANCE CRITERIA
1 Undertake preparatory activities	1.1 Strategic plans are analysed to determine Human Resource strategic direction, objectives and targets 1.2 Additional environmental analysis is undertaken to identify emerging practices and trends which may impact on Human Resource management within the organisation 1.3 Future labour needs are identified in terms of numbers, skill requirements and options for sourcing those needs 1.4 Job redesign and work reorganisation needs are identified in the light of system changes proposed and/or the introduction of new technology 1.5 Recent and potential changes to industrial/legal requirements are identified and reviewed in terms of relevance to the organisation
2 Develop human resource strategic plan	2.1 Relevant managers are consulted in respect to human resource philosophies, values and policies and their needs in terms of human resource services 2.2 Human resource philosophies, values and policies are agreed by relevant managers 2.3 Strategic objectives and targets are developed in relation to human resource services 2.4 Options for the delivery of human resource services are examined and cost/benefit analyses of options are documented 2.5 Human resource programs and practices are reviewed and revised where necessary to better meet human resource strategic objectives 2.6 Human resource processes are reviewed to ensure consistency with human resource program outcomes and agreed practices 2.7 Human resource work methods and outputs are examined to identify optimal methods for achieving strategic objectives 2.8 Appropriate technology and systems are identified to support agreed human resource programs and practices 2.9 Risk management plans are developed in relation to strategic human resource issues with appropriate mitigation strategies identified and documented
3 Implement human resource strategic plans	3.1 Human resource strategic plans are integrated into the human resource information system and modifications undertaken as necessary 3.2 Mechanisms are developed to monitor and regularly review human resource strategic plans 3.3 Performance gaps are identified and remedial action undertaken to rectify underperformance 3.4 Human resource strategic plans are evaluated/reviewed and updated in accordance with organisational policies and procedures

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records and the induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Preparatory activities	means • those activities required to assemble all of the necessary information and knowledge to allow the development of human resource strategic plans
Emerging practices and trends	may be • economic/financial • social/domestic • technological • political • legal • ethical • consumer/marketing • community
Future labour needs	means • the number, type, competency and quality of labour required to achieve the organisation's strategic objectives

Options for sourcing	means - the various ways by which labour can be brought to the job, which includes - full time - part time - casual and/or fixed term personnel - consultants - contractors and/or having the work undertaken elsewhere (outsourcing)
Potential changes	refer to changes which are proposed in Bills of the Parliament or Acts of Parliament awaiting finalisation, as well as changes mooted in policies of government and/or opposition parties
Human Resource philosophies and values	means the guidelines set down for action in dealing with the full range of people-related issues in the organisation
Human resource services	may include - selection - recruitment - induction - training and development - performance management - counseling/discipline/termination - career management/development - remuneration and reward system - payroll - occupational health and safety - environmental matters - industrial relations advice - prevention of sexual harassment/racial vilification or discrimination - records management - superannuation/taxation advice - succession planning - employee assistance plans - facilitation - legal advice - job analysis and design - absenteeism

Options	may include • internal human resource provision of the service • internal non-human resource provision of the service • external provision by a contractor • external provision by a consultant • having the work performed elsewhere (outsourcing)
Human resource programs	means • those strategies/actions documented to achieve change in any of the people-related activities of the organisation
Human Resource practices	means • the behaviour of human resource manager and other managers, in relation to their dealings with people, as leaders and managers
Human resource processes	means • the activities undertaken to achieve the strategic, tactical and operational objective of the organisation
Human resource work methods	means • the ways in which human resource services are delivered to internal and external customers
Human resource outputs	means • the overall performance of those providing human resource services in terms of cost, quality and timeliness
Optimal methods	means • the "best mix" of methods and approaches to deliver human resource services, according to the objectives/specifications
Appropriate technology and systems	means • the combination of technology and systems used in the organisation to achieve its strategies and operational objectives in relation to human resource management

Risk management plans	refers to the process of identification of potential negative events and development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Mitigation	means action taken to reduce or eliminate risk identified
Modifications	means the changes made to human resource systems and methods to best achieve the human resource strategies objectives
Mechanisms	may include - internal audit - external audit - review committees - review by individual - responsibility assigned to a group - project management plan - reporting requirements
Performance gaps	refers to - situations where outcomes are less than those stated in the strategic objectives and may include - lost time disputes - work bans/go slow - disruptive conflict - low/high turnover of labour - external interference - quality/Occupational Health and Safety/environmental failure - productivity below budget - costs above budget - failure to meet strategic and/or operational objectives

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to develop, implement and maintain a strategic approach to the management of human resources in an organisation - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - demonstrate the extent to which the human resource strategic planning outcomes are derived from and integrated with the organisation's overall strategic direction - demonstrate the degree to which the human resource strategic plan is forward looking, and the quality of the research and information generated to support the human resource strategic objectives agreed to - demonstrate the clear evidence of implementation at the operational level of the business. Actions not words are the basis for evaluating the success of strategic planning activities
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBHR601A Facilitate change - BSBHR603A Contribute to organisation development - BSBHR604A Manage employee relations
Required knowledge and skills	- Required knowledge - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Labour market knowledge - Succession planning - Selection/recruitment techniques - Industrial/employee relations legislation/regulations - Training and development strategies - Career development - Competency based training - Induction processes - Taxation and superannuation legislation - Contracts management - Outsourcing - Equal employment opportunity/diversity/discrimination law and policies - Termination and redundancy procedures - Occupational health and safety - Risk management

	• Required skills ○ Analytical skills to determine the human resource programs and practices required to achieve strategic objectives and evaluate emerging trends ○ Planning skills to establish future programs to meet organisation needs ○ Interpretation skills to comply with/implement human resource/industrial relations legislation and regulations ○ Skills in cost benefit analysis and risk analysis to evaluate options for the delivery of human resource services ○ Decision making skills to determine the optimal mix for delivery of human resource services in the organisation ○ Performance management skills to ensure performance meets organisational standards, and to undertake interventions with people and/or processes where underperformance is occurring ○ Communication/education skills to ensure managers and the workforce are appropriately informed in respect to human resource philosophies/values, programs, practices and processes ○ Negotiation and facilitation skills to work with people at all levels of the organisation to ensure human resource strategic objectives are being met ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To prepare for the development of strategic objectives • Communicating ideas and information - To ensure all relevant groups and individuals support the strategic direction • Planning and organising activities - To integrate the Human Resource strategic plan with the organisation's strategic objectives • Working with teams and others - To gain input to the strategic planning process • Using mathematical ideas and techniques - To calculate staffing needs • Solving problems - To ensure the strategic planning process achieves its objectives • Using technology - To manage human resource systems to achieve the strategic objectives Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR603A	CONTRIBUTE TO ORGANISATION DEVELOPMENT
HRM	Human resource management

DESCRIPTION: This unit covers the development of an organisation development plan, preparing the organisation for an on-going approach to its development and the implementation and maintenance of its organisational development process.

ELEMENT	PERFORMANCE CRITERIA
1 Develop organisation development plan	1.1 Strategic plans are analysed to determine organisation development needs and objectives 1.2 Consultation is undertaken with relevant groups and individuals to profile the organisation's culture and readiness for organisational development 1.3 Organisation development team determines information required and means of collection 1.4 All relevant information is collected, analysed, problems diagnosed and organisation development plan objectives finalised 1.5 Activities and options for interventions to achieve organisation development objectives are determined and documented in the organisation development plan 1.6 Change management techniques required to achieve the workplace culture outcomes are considered and built into the organisation development plan 1.7 Communication/education plans are developed to achieve communication objectives in relation to the desired work environment and approach to problem solving and developmental activities
2 Implement organisation development activities	2.1 Consultative processes are identified and implemented to maximise participation in the organisation development process 2.2 Team development and training activities are undertaken to develop collaborative approaches to problem solving and development 2.3 Groups are facilitated to find problems and propose means for resolving the problems 2.4 Conflict between individuals and/or groups is managed to achieve consensus or agreement 2.5 Interventions are undertaken in accordance with the organisation development plan 2.6 Alternative proposals are brainstormed and outcomes negotiated and agreed
3 Maintain organisation development program	3.1 Surveys are undertaken to identify any loss of support for organisation development program and activities 3.2 Regular team meetings and individual feedback is maintained in accordance with communication plan 3.3 Activities and interventions are set out in the organisation development plan and are maintained, evaluated and modified as required 3.4 Senior management reinforce organisation development program by on-going messages of support and appropriate resource allocation 3.5 Organisation development plans are evaluated in terms of costs/benefits, including opportunity costs

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Relevant groups and individuals	refers to • those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Change management techniques	may include • sensitivity training • business re-engineering • job redesign • work re-organisation • organisational redesign • systems redesign • consultative processes
Communication/education plans	refers to • the documented range of activities designed to ensure all affected groups and individuals (and other relevant parties) obtain sufficient knowledge to allow them to understand what is happening and why, and to allow them to participate where appropriate

Team development and training activities	may include • individual (1x1) • group • computer-based training • mentoring • informal coaching • sensitivity training
Activities and interventions	may include • training • action research • team building • job redesign • transition analysis • surveys (with feedback) • sensitivity training • succession planning • career planning • inter-group team building • brainstorming • quality circles • re-engineering
Opportunity cost	means • the opportunities forgone into which the human and financial resources utilised in the organisation development program may have been invested (the next best alternative use of the resources)
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to contribute to organisation development • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate the extent of integration of organisation development activities and programs with the strategic and operational objectives of the business ○ organise the presence of extensive evaluation processes which are both formative and summative in nature ○ demonstrate successful implementation of the communication/education plans throughout the process
Interdependent assessment of units	• The unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR601A Facilitate change ○ BSBHR602A Participate in human resource strategic planning ○ BSBHR605A Contribute to organisation design ○ BSBMGT601A Contribute to strategic direction
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Change management concepts/strategies ○ Strategic planning and strategic change ○ Training and development strategies ○ Learning organisation concepts ○ Risk management ○ Sensitivity analysis ○ Transition analysis ○ Action research approaches ○ Organisation structure/design ○ Decision support system concepts • Required skills ○ Strategic thinking skills to develop change management strategies which are appropriate to the circumstances of the organisation ○ Communication/education skills to promote and explain the organisational development activities which are to be undertaken ○ Negotiation and facilitation skills to work with people at all levels of the organisation to ensure organisation development objectives are being met ○ Problem solving and decision making skills to implement the organisation development plan and deal with any variations to the plan which arise

	○ Consultative skills to ensure full participation of relevant individuals and groups in the development and implementation of the organisation development plan ○ Planning skills to establish future programs to meet organisation development needs ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To establish the need for organisation development activities • Communicating ideas and information - To enlist the support of others in organisation development activities • Planning and organising activities - To respond to developmental needs as they arise • Working with teams and others - To maximise participation in organisation development programs • Using mathematical ideas and techniques - To develop costings for organisation development activities • Solving problems - To ensure organisation development activities achieve their objectives • Using technology - To monitor and communicate across the organisation about organisation development activities Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR604A	MANAGE EMPLOYEE RELATIONS
HRM	Human resource management

DESCRIPTION: This unit covers all aspects of employee relations impacting on managers at the strategic level. It seeks to develop and maintain a positive and productive workplace environment at all times.

ELEMENT	PERFORMANCE CRITERIA
1 Implement employee relations strategy and policies for own work area	1.1 Employee relations strategy is consistent with organisational strategic objectives 1.2 Strategies/policies provide for consultation with and participation by, relevant groups and individuals 1.3 Strategies and policies are developed through the application of a risk management approach and extensive consultation 1.4 Strategies and policies take account of equal opportunity, family/work relationships and ensure the absence of discrimination and/or harassment 1.5 Risk management strategies are developed which take account of the withdrawal of labour and other potential outcomes of disputes 1.6 Strategies and policies take account of the objectives of relevant groups and individuals and identify potential areas of conflict (if any)
2 Build and maintain a productive culture	2.1 Awards, agreements and contracts which balance organisational objectives and employee rights and obligations are negotiated 2.2 Conditions of employment meet all legal and organisational requirements and are conducive to job satisfaction 2.3 Consultation and communication is regular, timely and engenders support for the productive culture 2.4 Policies and practices ensure employee recruitment, retention and satisfaction objectives are met 2.5 Induction and training develops competence and confidence to ensure work is performed safely and effectively 2.6 Employees understand their role and how it contributes to the achievement of organisational objectives 2.7 Individual and team development plans are in place and regularly reviewed and updated 2.8 Employee relations policies are regularly evaluated and improved
3 Resolve employee relations problems	3.1 Processes have been established for early intervention to identify and minimise problems/grievances 3.2 Problem solving processes are communicated to, and supported by, all relevant groups and individuals 3.3 Competence in managing conflict negotiation skills and dispute resolution is developed through appropriate training and preparation 3.4 Specialist advice is taken where appropriate and/or where formal hearings are required 3.5 Processes are fair and equitable and consistent with all relevant awards agreements and legislation 3.6 Problem solving processes provide for external mediation and conciliation where appropriate 3.7 Process provides for arbitration of disputes as a last resort and only where appropriate

4 Manage diversity	4.1 Plans for the promotion of <i>diversity</i> in the organisation are developed 4.2 Plans cover managing and engaging diverse groups and individuals, both internal and external to the organisation 4.3 Diversity is openly promoted as a key asset of the organisation 4.4 Education/<i>communication plans</i> are developed to promote/encourage diversity 4.5 Processes are in place to deal with events which inhibit the organisation from meeting its diversity objectives

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Employee relations	refers to • all of the activities in an organisation which impact on the employees' terms and conditions of employment and their personal well-being and satisfaction with their work environment
Strategies and policies	may include • selection/recruitment • induction and training • performance management • discipline • equal opportunity • sexual harassment • racial discrimination/vilification • industrial/labour relations • remuneration and benefits • human resource strategy • organisational values statement

Risk management	means the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Employee rights and obligations	refers to those contained within any award agreement or contract of employment, or implied terms of those agreement, together with all rights and obligations under the laws of the Commonwealth and the relevant state/territory
Conditions of employment	may include - salary/wages - penalty rates - holidays and leave entitlements - superannuation - hours of work - grievance procedures
Problem solving processes	may include - grievance procedures - dispute resolution procedures - mediation - conciliation - arbitration
Specialist	means person expert in the conduct of formal hearings in the relevant jurisdiction
Diversity	refers to any difference between individuals and groups, and includes age, gender, race, nationality, political and philosophical beliefs, or any other different individual or group characteristic
Communication plans	refers to a structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage employee relations • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate the implementation of the full range of employee relations activities ○ demonstrate the negotiation of employment agreements/contracts and the maintenance of high standards of performance in respect to equal opportunity and the management of diversity are key areas of assessment ○ demonstrate conflict management and early intervention in respect to employee grievances/problems are also key elements of the evidence to be presented during assessment
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR504A Manage industrial relations policies and processes ○ BSBHR602A Participate in human resources strategic planning
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Industrial agreements ○ Performance measurement systems utilised within the organisation ○ Key result areas of the organisation ○ Human resource specialist assistance available ○ Organisational plans and objectives ▪ strategic ▪ tactical ▪ operational ○ Human resource planning ○ All legislation relevant to the organisation which impacts on people performance ▪ Occupational Health and Safety ▪ Equal Employment Opportunity ▪ anti-discrimination laws ○ Organisational support services for employees ▪ external ▪ internal ○ Unfair dismissal rules and due process ○ Staff development strategies

	○ Organisational policies relating to balancing family/work relationships • Required skills ○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks ○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input ○ Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance ○ Networking skills to ensure support from key groups and individuals for concepts/ideas/products/services ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	N/A	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To resolve employee relations problems • Communicating ideas and information - To encourage/promote diversity across the organisation • Planning and organising activities - To consult with groups/individuals about employee relations policies • Working with teams and others - To evaluate employee relations policies • Using mathematical ideas and techniques - Not applicable • Solving problems - To resolve grievances with/between employees • Using technology - To assist communication/education of employee relations policies Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBHR605A	CONTRIBUTE TO ORGANISATION DESIGN
HRM	Human resource management

DESCRIPTION This unit covers the review stage which precedes any organisational design activity. It then deals with the development of appropriate planning tools for organisation redesign and the implementation and evaluation of those plans.

ELEMENT	PERFORMANCE CRITERIA
1 Review organisational design	1.1 Strategic plans are analysed to identify any need/opportunity to improve the organisation design 1.2 Operational results are analysed to identify any need to redesign the organisation to improve performance 1.3 Relevant groups and individuals are consulted to identify need/opportunity to improve organisation design 1.4 Opportunities for improved synergy in the organisation's performance are identified 1.5 Under performance , linked to specialisation, departmentation, co-ordination or control is identified and documented
2 Develop organisation redesign plan	2.1 Objectives for organisation redesign are developed 2.2 Processes for evaluating the outcomes of the redesign are agreed 2.3 Relevant groups and individuals are consulted and their input sought on redesign options 2.4 A range of redesign options are developed which achieve the redesign objectives 2.5 Options are subjected to cost/benefit analysis and risk analysis 2.6 Options are considered by relevant decision makers and the most effective option is chosen 2.7 Project plan is developed to implement the redesign 2.8 Risk management plans are developed with appropriate mitigation strategies 2.9 Communication/education plans are developed to facilitate the introduction of the new design
3 Job redesign and work reorganisation is undertaken as necessary to support the organisation redesign	3.1 Communication/education activities are undertaken in accordance with the plan 3.2 Training programs are delivered as required 3.3 Individuals and groups move to new positions if required by the redesign plan 3.4 New systems and procedures are introduced in accordance with the redesign plan 3.5 Implementation is monitored and evaluated throughout 3.6 Remedial action is taken where there is variation from the plan or objectives are not being achieved 3.7 Evaluation is undertaken at the completion of the redesign project and documented with recommendations for improvements to the process if appropriate

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial agreements • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Occupational Health and Safety considerations	may include • establishment and maintenance of Occupational Health and Safety training, records, induction processes • performance against Occupational Health and Safety legislation and organisation's Occupational Health and Safety system, especially policies, procedures and work instructions
Organisation design	means • choosing among and/or developing a mix of organisational structures/configurations which best meets the organisation's strategic and operational needs
Need/opportunity	refers to • the identification of a performance gap which needs to be rectified through redesign or an opportunity to redesign the organisation (or part thereof) to improve competitiveness or performance
Operational results	may include • profit • return on investment • expense ratios/variances • cash flow management • sales/revenue • cost levels • labour turnover • environmental performance • Occupational Health and Safety performance • quality assurance • customer satisfaction • employee satisfaction • owner satisfaction

Relevant groups and individuals	means all members of the organisation who are able to make a contribution to improving organisational performance
Synergy	means maximising the extent by which the total performance exceeds the performance of the sum of its parts
Underperformance	means a failure to achieve an objective and/or a breach of the system which could lead to failing an objective
Specialisation	refers to the way in which individuals and/or groups (and other relevant resources) are combined to best accomplish the organisation's functions
Departmentation	means dividing duties by the people to perform them and other relevant resources
Co-ordination/control	refers to the line of communication and authority and the strategies and plans developed to manage performance, rectify underperformance, and achieve the organisation's strategic and operational objectives
Processes	includes - individual responsibility - group responsibility (committee) - key performance indicators - computer-based monitoring and reporting
Cost benefit analysis	means a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action

Risk analysis	means a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Project plan	means a properly documented plan of the change process including all of those components required by the organisation
Risk management plan	refers to the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Mitigation	means action taken to reduce or eliminate risk identified
Communication/education plans	refer to the documented range of activities designed to ensure all affected groups and individuals (and other relevant parties) obtain sufficient knowledge to allow them to understand what is happening and why, and to allow them to participate where appropriate
Evaluation	means determining the extent to which the program meets its objective in respect to timeframes, success rates, cost and impact on the organisation

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of organisational design activity • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate successful participation in the analytical and creative aspects of the redesign process, with appropriate demonstration of leadership in relation to the process must be present ○ demonstrate strong theoretical arguments need to be presented both for and against any options proposed and/or rejected ○ demonstrate evidence of a leadership role in key aspects of the project management side, and individual competency in respect to the evaluation of chosen redesign activities, are foundations to an ability to restructure/redesign an organisation (or part thereof)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR601A Facilitate change ○ BSBHR602A Participate in human resource strategic planning ○ BSBHR603A Contribute to organisation development ○ BSBMGT601A Contribute to strategic direction
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Organisation behaviour ○ Organisation structures (divisional/functional/matrix) ○ Concepts of departmentation and vertical and horizontal specialisation ○ Means end chains ○ Concepts of co-ordination and control ○ Mechanistic/organic design concepts ○ Strategic management • Required skills ○ Analytical skills to analyse strategic and operational plans and results, and other inputs to determine design dysfunction and undertake cost benefit and risk analysis ○ Consultation skills to ensure all relevant groups and individuals provide input to the redesign process ○ Evaluative skills to measure and evaluate the performance/outcomes of the redesign process ○ Organisational design skills to create a range of design alternatives which can address underperformance and/or promote/extend excellence

	○ Project management skills to ensure any redesign project is completed on time within budget, and meets its objectives ○ Communication/education skills to promote and explain the organisation design activities which are to be undertaken ○ Problem solving skills to deal effectively with risks and hazards in the redesign process, as identified ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects of knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To develop redesign options to address identified needs/opportunities • Communicating ideas and information - To ensure all relevant groups/individuals support the redesign proposal • Planning and organising activities - To ensure the transition to the new structure is effective • Working with teams and others - To gain input to the redesign process • Using mathematical ideas and techniques - To carry out necessary costings and calculations • Solving problems - To ensure the redesign process is implemented according to plan • Using technology - To communicate and review input on redesign proposals Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBMGT502A	MANAGE PEOPLE PERFORMANCE
HRM	Human resource management

DESCRIPTION: This unit covers the ability of managers to manage the performance of the staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. It is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

ELEMENT	PERFORMANCE CRITERIA
1 Allocate work	1.1 Relevant groups and individuals are consulted on work to be allocated and resources to be deployed 1.2 Work is allocated in accordance with operational plans 1.3 Allocation of work is cost effective and appropriate in terms of the use of internal/external labour 1.4 Performance standards, code of conduct and work outputs and processes are confirmed prior to commencement 1.5 Performance indicators are developed for key result areas and are agreed prior to commencement of work 1.6 Risk analyses are undertaken in accordance with the organisational risk management plan and legal requirements
2 Assess performance	2.1 Performance management and review processes are designed to be consistent with organisational objectives and policies 2.2 Participants in the performance management and review process are trained 2.3 Performance management processes are implemented in accordance with planning and timelines 2.4 Performance is monitored and evaluated on a continuous basis
3 Provide feedback	3.1 Informal feedback is given in a regular, timely manner 3.2 Poor performance is identified promptly and brought to the attention of the appropriate person 3.3 On-the-job coaching is provided when necessary, both to improve performance and confirm excellence in performance 3.4 Documentation of performance is in accordance with the performance management system 3.5 Formal structured feedback sessions occur as necessary and in accordance with organisational policy

4 Manage follow-up	4.1 Performance improvement and development plans are developed in accordance with organisational policies 4.2 Assistance is sought from human resource specialists where appropriate 4.3 Excellence in performance is reinforced through recognition and continuous feedback 4.4 Individuals not meeting expectations are provided with the necessary coaching and re-training and monitored closely 4.5 Support services are provided to meet individual needs and circumstances 4.6 Individuals who continue to perform below expectations are counselled and, where necessary, placed within the disciplinary process 4.7 Terminations occur where serious misconduct or on-going under-performance occurs 4.8 Terminations are in accordance with organisational and legal requirements 4.9 Performance feedback systems are evaluated regularly and revised as necessary 4.10 Selection, induction and training systems are evaluated regularly and improved

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Key result areas	means • those areas of business performance which are critical to the overall success of the business (or section of a business)
Key performance indicators	means • those measures developed to gauge performance outcomes against targets
Performance standards	means • the level of performance sought of an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct	means • an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Risk analysis	means • a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance

Performance management	means • a process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short and longer term • in accordance with relevant industrial agreements
Excellence in performance	means • regularly and consistently exceeding the performance targets established whilst meeting the organisation's performance standards
Coaching	refers to • informal on-the-job and off-the-job advice and training to improve performance
Termination	means • a cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements
Relevant groups and individuals	include • employees, employee representatives, employer representatives, line managers and human resources personnel
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manage the performance of the staff who report to them directly • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate direct evidence of the performance management processes being undertaken is essential in the assessment of this unit, including the linking of performance indicators to the allocation of work and assessment of performance against performance standards ○ organise workplace coaching (informal feedback) coupled with formal performance feedback, resulting in performance improvement ○ demonstrate Occupational Health and Safety considerations may include ▪ the establishment and maintenance of training, records, induction processes ▪ performance against legislation and the organisation's system, especially policies procedures and work instructions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBMGT604A Manage business operations
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Relevant awards and certified agreements ○ Performance measurement systems utilised within the organisation ○ Key result areas of the organisation ○ Human resource specialist assistance available ○ Organisational plans and objectives ▪ strategic ▪ tactical ▪ operational ○ Human resource planning ○ All legislation relevant to the organisation which impacts on people performance (including equal employment opportunity and anti-discrimination laws) ○ Organisational support services for employees (external and internal)

	○ Unfair dismissal rules and due process ○ Staff development strategies • Required skills ○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input ○ Performance measurement skills to develop and manage key performance indicators ○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks ○ Coaching and training skills to remediate any under-performance present in the work group or individuals ○ Counselling/interviewing skills to conduct formal performance feedback sessions including counselling and disciplinary interviews where required ○ Evaluative skills to review and improve performance management systems ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To provide feedback • Communicating ideas and information - To ensure that expectations are clearly understood • Planning and organising activities - To undertake risk analysis • Working with teams and others - To assess performance • Using mathematical ideas and techniques - To measure performance • Solving problems - To facilitate improvement where under-performance occurs • Using technology - To support the performance management systems Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXHRM001B	MANAGE VOLUNTEERS
HRM	Human resource management

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 recruit and retain volunteers.

ELEMENT	PERFORMANCE CRITERIA
1 Research and document needs for volunteer involvement	1.1 Identify requirements of the organisation's human resource plan and financial plan to ensure consistency 1.2 Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan
2 Undertake volunteer recruitment	2.1 Define the purpose and role of volunteers in an appropriate position description 2.2 Identify and incorporate volunteer rewards into the recruitment program 2.3 Communicate/delegate responsibility for volunteer coordination to relevant parties in the workplace environment 2.4 Identify target areas from which volunteers might be recruited 2.5 Provide opportunities for potential volunteers to experience work roles in sport and recreation industry sectors prior to commitment
3 Maximise volunteer retention	3.1 Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers 3.2 Identify and incorporate individual requirements of volunteers into work role design 3.3 Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, volunteer activities , responsibilities and rights are clearly understood
4 Ensure a positive experience for volunteers	4.1 Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action 4.2 Identify and incorporate social and other motivations of volunteers in work design programs

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
Industry sector	[one category] • sport • fitness • outdoor recreation • community recreation
Position description	[all categories] • elements, including ○ required knowledge ○ skills and attributes ○ responsibilities ○ accountability ○ commitment ○ rewards ○ reimbursement of costs ○ uniform
Relevant legislation and industry codes	[all categories] may include but are not limited to • Occupational Health and Safety • consumer affairs • equal opportunity • company code • organisation articles of association • professional association regulations • codes and guidelines
Role of volunteers	[all categories] • identify roles, including ○ coach ○ fundraiser ○ instructor ○ judge ○ umpire ○ referee ○ administrator ○ organiser ○ leader ○ catering ○ team support ○ management of events

	○ projects ○ finance ○ administration of facilities ○ administration of equipment/uniforms ○ assist with marketing/promotions ○ technical assistance ○ maintenance ○ run events ○ supervision of children ○ activity leaders ○ transport
Social and other motivations	[all categories] • factors impacting on motivation, including ○ socialisation ○ enjoyment ○ loyalty ○ desire to do something different ○ support of family members and/or friends ○ meet new people ○ break from routine ○ sense of involvement ○ learn new skills ○ increased self esteem ○ pathway to employment ○ travel ○ acknowledgment ○ status
Target areas	[all categories] may include but are not limited to • past and present membership • family • friends • local community and community groups • volunteer agencies • unemployed people • service organisations

Volunteer activities	[all categories] • types, including ○ events ○ fixtures ○ supporting ○ classes ○ training ○ administration ○ controlling ○ coaching ○ officiating ○ safety ○ mentoring
Volunteer rewards	[all categories] • outcomes in terms of rewards, including ○ free admittance to games/competitions/events ○ free/discounted merchandise ○ meet new people ○ break from routine ○ sense of involvement ○ learn new skills ○ increased self esteem ○ pathway to employment
Work environment	[all categories] • varies with respect to ○ size of organisation ○ type of organisation ○ location ○ complexity ○ product/service range

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of managing volunteers in the work environment • Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the Range Statements that are applicable in the learner's environment • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers ○ ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function ○ ensure appropriate training is provided to volunteers to maximise their contribution to the organisation ○ undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSBMGT605A Provide leadership across the organisation • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBHR402A Recruit and select personnel
Required knowledge and skills	• Required knowledge ○ Recruitment methods and training processes ○ Organisation's policy and procedures for developing job descriptions ○ Organisation's strategic planning processes ○ Work supervision ○ Team facilitation ○ Insurance and relevant policies ○ Organisational systems, policy and procedures for industrial awards and agreements ○ Equal Employment Opportunity legislation ○ Occupational Health and Safety legislation • Required skills ○ Communication – written and verbal ○ Team and human resource management ○ Counselling/mentoring

Resource implications	- Physical resources - Assessment of this unit of competency requires access to - a real work environment in which volunteers play a vital role - associated resources and information relevant to the work environment - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity with the participation of volunteers. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting and evaluating information on organisational needs and matching volunteers to meet needs • Communicating ideas and information - Communicating information both shared and in a confidential context with colleagues and volunteers • Planning and organising activities - Planning and organising the recruitment and training of volunteers • Working with teams and others - Managing the training of volunteers and collaborating with others as to progress • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving difficulties experienced by volunteers • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE09B	MANAGE WORKPLACE DIVERSITY
HRM	Human resource management

DESCRIPTION: This unit deals with the skills and knowledge required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the common core unit THHCOR02B Work in a socially diverse environment, and reflects the importance of managing diversity in the tourism and hospitality industry.

ELEMENT	PERFORMANCE CRITERIA
1 Encourage respect for diversity in the workplace	1.1 Provide a role model for others through individual behaviour that demonstrates respect for diversity 1.2 Develop work practices and undertake planning in a manner which shows respect for workplace diversity 1.3 Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and customers
2 Use diversity as an asset	2.1 Recognise the skills of a diverse workforce and use to enhance enterprise performance 2.2 Promote the benefits of productive diversity to colleagues
3 Deal with problems arising from diversity issues	3.1 Recognise workplace problems which arise from diversity issues promptly and take action to resolve the situation 3.2 Identify training needs, take appropriate action 3.3 Use coaching and mentoring to assist colleagues to successfully work in a diverse environment

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
Diversity	refers to diversity in its broadest sense and may be related to • race • language • special needs • disabilities • family structure • gender • age • sexual preference
Planning and work practices that reflect respect for diversity	may include • acknowledgement of religious and cultural celebrations • appropriate allocation of duties to particular staff members • culturally appropriate mixing of staff • training in culturally-appropriate communication • consideration of customers with special needs
Benefits of productive diversity	may include • a multi-lingual workforce • workforce that reflects the diversity of the customer base • improved cross-cultural communication • education of the workforce • removal of prejudice • different perspectives on problem solving • increase trade with other countries/cultures • more interesting work environments

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient skills and knowledge required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ understand the role of leaders and managers in encouraging diversity in the tourism and hospitality industry ○ demonstrate knowledge of cross-cultural communication techniques as they apply to leaders and managers ○ demonstrate knowledge of specific cultural issues that may apply in a particular industry context
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRXGRO002A Deal with conflict ○ THHCOR02B Work in a socially diverse environment ○ THHGLE01B Monitor work operations • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed with the following unit(s) ○ THHGLE08B Lead and manage people ○ THHGLE07B Recruit and select staff
Required knowledge and skills	• Required knowledge ○ Specific diversity issues which apply to the tourism and hospitality industry and which contribute to the industry's progress including benefits of productive diversity ○ Legal issues that relate to diversity including Equal Employment Opportunity and anti-discrimination • Required skills ○ Cross-cultural communication skills with specific reference to the roles of leaders and managers including cross-cultural communication for ▪ conflict resolution ▪ problem-solving ▪ negotiation ▪ motivation

Resource implications	- Physical resources - assessment of this competency requires access to - resources appropriate for this unit - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - project or work activities that allow the candidate to address typical diversity issues found in tourism or hospitality workplaces - 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 of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that the skills to manage diversity 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 to develop strategies for effectively managing diversity in different industry contexts - oral or written questions to assess knowledge of cross-cultural issues and communication techniques - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	3	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Researching and analysing information on another culture to assist in an upcoming commercial negotiation • Communicating ideas and information - Making a presentation on the benefits of a diverse workforce • Planning and organising activities - Organising work allocations to meet different cultural needs • Working with teams and others - Building positive team-spirit with a team of individuals from highly varied social and cultural backgrounds • Using mathematical ideas and techniques - Calculating whether the diversity of the workforce reflects overall diversity in the community • Solving problems - Dealing with a cross-cultural conflict within the team • Using technology - Using the Internet to research diversity issues Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THHGLE21B	PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES
HRM	Human resource management

DESCRIPTION: This unit deals with the skills and knowledge required to act as a business mentor to other individuals in industry or workplace. This role is carried out by those with significant workplace experience.

ELEMENT	PERFORMANCE CRITERIA
1 Establish a relationship with mentoree	1.1 Use effective communication styles to develop trust, confidence and rapport 1.2 Make agreements on how the mentoring relationship will be conducted including the amount of time involved for both parties, confidentiality of information and scope of issues to be covered 1.3 Discuss and clarify expectations and goals with the mentoree
2 Offer mentoring support	2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals 2.3 Encourage the mentoree is encouraged to make decisions and take responsibility for the courses of action or solutions under consideration 2.4 Provide supportive advice and assistance in a manner which allows the mentoree to retain responsibility for achievement of his or her own goals 2.5 Recognise and openly discuss <i>changes in the mentoring relationship</i> 2.6 Make adjustments to the relationship to take account of the needs of both <i>mentor and mentoree</i>

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
Mentors and mentorees	may include • acquisition of specific business skills • progress with overall business development • individual professional and personal development
Changes in the mentoring relationship	may include • inability of one party to continue participation • identification of a need for assistance from others with different skills • achievement of goals and decision to conclude the relationship • changes in the dynamics of the relationship
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient skills and knowledge required to act as a business mentor to other individuals in industry or workplace • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ understanding of the role and benefits of mentoring in business ○ ability to use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals ○ application of effective communication styles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ An understanding of mentoring, its role and potential benefits ○ Significant knowledge and experience of the area of business in which the mentoree operates • Required skills ○ Communication skills in relation to listening, questioning, providing feedback and non-verbal communication
Resource implications	• Physical resources - assessment of this competency requires access to ○ resources appropriate for this unit • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ activities conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that mentoring 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 reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues) ○ interview with the mentoree to evaluate the mentor's skills ○ oral or written questions to assess knowledge of the key concepts of mentoring ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	3	-	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Assessing the mentoree's current skill base and possible areas where assistance may be needed • Communicating ideas and information - Discussing possible approaches and ideas with the mentoree • Planning and organising activities - Working out a program or contract and activities with the mentoree • Working with teams and others - Assisting the mentoree to develop solutions • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with a situation where conflict arises with the mentoree • Using technology - Using electronic communication to facilitate the mentoring process Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

HORTICULTURE

HRT

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RTC1301A	OPERATE BASIC MACHINERY AND EQUIPMENT
HRT	Horticulture

DESCRIPTION: This competency standard covers the use and maintenance of basic machinery and equipment. Competency requires the application of skills and knowledge to a limited range of tasks including pre-operational checks, and the cleaning and storage of tools and equipment. In addition, competency requires an awareness of workplace safety and positive environmental practices associated with equipment operation. The work in this standard is likely to be under direct supervision with regular checking.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare basic machinery and equipment for use	1.1 Machinery and equipment are identified and selected in accordance with supervisor's instructions 1.2 Routine pre-operational checks of machinery and equipment are carried out to manufacturers specifications and/or enterprise procedures . 1.3 Unsafe or faulty machinery and equipment are identified and segregated for repair or replacement in line with enterprise requirements 1.4 Occupational Health and Safety hazards in the workplace are identified and reported to the supervisor
2 Operate basic machinery and equipment	2.1 Suitable personal protective clothing and equipment is selected, used, maintained and stored in accordance with Occupational Health and Safety requirements 2.2 Machinery and equipment are operated to manufacturers specifications and in accordance with supervisor's instructions 2.3 Work is completed to supervisor's satisfaction and in accordance with Occupational Health and Safety requirements 2.4 Environmental implications associated with operation and maintenance are identified and reported verbally to the supervisor
3 Check, clean and store basic machinery and equipment	3.1 Machinery and equipment use is detailed and recorded in accordance with enterprise requirements 3.2 Machinery and equipment are cleaned, secured and stored to manufacturers specifications and supervisors instructions 3.3 Malfunctions, faults, wear or damage to machinery and equipment are identified and reported in line with enterprise requirements 3.4 Workplace areas are cleaned and maintained in line with Occupational Health and Safety and enterprise requirements

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
Machinery and equipment	may include • small engine machinery such as ○ mowers ○ brushcutters ○ pumps ○ Gurneys ○ air compressors ○ generators • equipment such as ○ hand tools ○ wheelbarrows ○ spades ○ shovels and forks • this unit excludes ○ ride-on machinery ○ electrically powered tools ○ vehicles ○ chainsaws
Pre-operational checks	on machinery and equipment may include checking • fuels, fuel lines and oils • battery electrolyte levels, wheels and tyre pressure • air filters • safety guards preparation on equipment may include • cleaning, lubricating • identifying and segregating unsafe or faulty equipment for repair or replacement
Enterprise requirements	• Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), Occupational Health and Safety procedures, supervisors oral or written instructions, work and routine maintenance plans could be included in enterprise requirements

Occupational Health and Safety requirements	may include systems and procedures for - the safe operation and maintenance of machinery and equipment including guarding of exposed moving parts - manual handling, including safe lifting and carrying techniques - handling and storage of hazardous substances, and the appropriate use, maintenance and storage of personal protective clothing and equipment - outdoor work including protection from solar radiation, hazardous noise and organic and other dusts - identifying and reporting hazards - projection of people in the workplace
Occupational Health and Safety hazards associated with equipment operation	may include - exposure to loud noise and fumes, solar radiation, dust - ergonomic hazards associated with posture and vibration - hazardous substances (fuels, oils, fertiliser), oil and grease spills - the presence of bystanders, livestock and wildlife - uneven and varying terrain gradients, potholes, ditches, gullies, embankments, obstacles - rocks - logs - fences - debris - buildings - extreme weather conditions, electricity, overhead hazards such as - powerlines mechanical malfunctions - exposed moving parts - other machinery including hydraulics
Personal protective clothing and equipment	may include - boots - hat/hard hat - overalls - gloves - protective eyewear - hearing protection] - safety harness - respirator or face mask - sun protection, eg, sun hat, sunscreen
Environmental implications associated with the operation of tools and equipment	- negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oil containers, chemical residues), hazardous substances (fuel, fertiliser), and damage to fauna and flora in natural areas - 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)

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in the operation of basic machinery and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ select, maintain and utilise a range of machinery and equipment to complete designated work tasks ○ carry out pre-operational checks ○ recognise and report equipment faults and workplace hazards ○ interpret and follow instructions ○ maintain equipment usage records ○ clean, secure and store equipment after use ○ demonstrate a safe workplace and environmentally responsible practices ○ transfer the skills and knowledge required to operate basic machinery and equipment to a different work environment, eg, This could include different machinery, equipment, tools and workplace
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Pre-operational and safety checks for basic machinery and equipment ○ Hazards associated with the operation of basic machinery and equipment ○ Operating principles and operating methods for basic machinery and equipment ○ Procedures for cleaning, securing and storing basic machinery and equipment ○ Risks associated with the operation of machinery and equipment in different weather and difficult terrain conditions ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety requirements, and the use and control of hazardous substances ○ Environmental impacts and minimisation measures associated with the operation of basic machinery and equipment ○ Enterprise policies with regard to machinery and equipment use, recording and reporting routines • Required skills ○ Personal protective clothing and equipment and when and how it should be used, maintained and stored

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - protective clothing and equipment - machinery and equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to the performance of machinery, equipment, identified faults, and Occupational Health and Safety concerns may be reported for repair and organised by records • Communicating ideas and information - With regard to basic machinery and equipment operation, safety procedures and their application may be discussed with work colleagues or the supervisor • Planning and organising activities - Involving use of basic machinery and equipment may be planned and coordinated around work schedules or sequenced as required • Working with teams and others - Team work may be applied in methods and procedures to complete maintenance and job functions to achieve work plan requirements • Using mathematical ideas and techniques - Basic mathematical techniques may be applied in the calculation and measurement of volumes, weights and consumption, particularly in relation to pre-operational checks • Solving problems - Machinery and equipment breakdowns, faults or malfunctions will need to be reported to supervisor for repair or replacement to achieve work plan requirements • Using technology - To communicate, measure and record information with regard to machinery and equipment maintenance, usage and performance Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC1701A	FOLLOW BASIC CHEMICAL SAFETY RULES
HRT	Horticulture

DESCRIPTION: This competency standard covers the functions of a person working in an enterprise which uses chemicals and who needs to be aware of their use. Skills and knowledge include awareness of the use of chemicals, how they are handled, stored and transported, recognition of safety issues surrounding chemical use, and the ability to use personal protective equipment when instructed. It requires awareness of the duty of care to self, to others, and to the environment concerning chemicals. This person will be under close supervision in the workplace and will be required to follow instructions at all times.

ELEMENT	PERFORMANCE CRITERIA
1 Follow workplace requirements and instructions concerning chemicals	1.1 Roles and responsibilities of people in the workplace are identified 1.2 Safety procedures involved in chemical handling and use are recognised and followed as required 1.3 Occupational health and safety hazards are identified and reported to the supervisor 1.4 Organisational procedures are followed with regard to chemicals
2 Recognise risks associated with chemicals	2.1 Functions of chemicals in the workplace are recognised 2.2 Chemical labels and symbols are recognised and hazards identified 2.3 Chemical storage locations are identified 2.4 Instructions for transport, handling and storage of chemicals are recognised and observed 2.5 Instructions for use, maintenance and storage of personal protective equipment and application equipment are identified and observed
3 Follow chemical handling and storage rules	3.1 Chemical handling and storage instructions on labels are followed 3.2 Safety rules are followed when working in areas where chemicals are stored 3.3 Appropriate personal protection equipment is obtained and used when working in areas where chemicals are stored 3.4 Procedures are followed in the event of an accident or spillage

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
Roles and responsibilities	will include • own role and may include ○ the supervisor ○ farm manager ○ team leader ○ owner or external contractor ○ external emergency contact organisations
Safety procedures	may include • compliance with safety instruction on the label, information contained in Material Safety Data Sheets (MSDSs) such as use, maintenance and storage of personal protective equipment, first aid, systems of transport, storage and handling, procedures for the protection of environment and protection of others
Organisational procedures	must include • storage • transport • mixing • loading • application • emergencies • recording • cleaning • disposal of chemicals
Legislation and regulations	may include • Pesticides Act, Occupational Health and Safety Acts and associated Hazardous Substances Regulations/Code of Practice, Dangerous Goods Acts, Poisons Act or Protection of the Environment Acts

Personal protective equipment	may include • hats • face shields • goggles • respirators • overalls • aprons • chemical resistant gloves and footwear
Application equipment	may include • knapsacks or hand held pneumatic sprayers • drench guns • spot on applicators
Procedures	must be in place in the event of an accident or spillage and may involve • reporting the spillage and assisting with clean up
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge for a person working in an agricultural or horticultural environment is aware of the use of chemicals in the workplace, why they are used, where they are stored and how they are transported, and the safety requirements for handling chemicals • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ follow instructions and report concerns if unsafe practices, equipment or environmental conditions are observed ○ transfer the skills and knowledge covered to other work environments, eg, a person who has been inducted into the use of chemicals in a particular workplace should be able to transfer that knowledge and skill to another workplace, although different chemicals may be present
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Basic Occupational Health and Safety rules required to work near and around chemicals ○ Level of hazard and the Poisons Schedule in the relevant State or Territory ○ Chemicals being used for the control of pests and weeds ○ Personal protection equipment and when and how it should be used, stored and maintained ○ Correct wearing/fit of personal protective equipment ○ Environmental impacts of chemical use • Required skills ○ Communicate information about spillages, accidents or deficiencies in procedures and practice ○ Accurately interpret labels and instructions ○ Follow workplace instructions and directions from the chemical label or Material Safety Data Sheets (MSDS)

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - personal protective equipment - application equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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

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
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - On labels and Material Safety Data Sheets (MSDS) may be collected, analysed and interpreted • Communicating ideas and information - About procedures or safety may be communicated in the workplace • Planning and organising activities - Not applicable • Working with teams and others - When dealing with chemicals • Using mathematical ideas and techniques - Interpreting volumes and measurement requirements on labels may require mathematical ideas to be applied • Solving problems - Action to take in the event of an accident or spillage may require problem solving • Using technology - Using relevant personal protection equipment may require the use of technology Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2012A	PLANT TREES AND SHRUBS
HRT	Horticulture

DESCRIPTION: This competency standard covers the manual planting of trees, shrubs and other containerised and bare-rooted plants, and related tasks such as site preparation and pre-planting treatments. It applies to planting activities in parks and gardens, domestic and commercial landscapes, sporting facilities, planting of windbreaks and shelter belts, programmed environmental maintenance, rehabilitation of natural areas, and the reversal of environmental degradation. Work is usually done under routine supervision and with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of planting tasks and roles usually within established enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for planting operations	1.1 Planting plan/instructions are obtained and confirmed with supervisor 1.2 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor 1.3 The environmental implications associated with the planting program are identified and the likely outcomes assessed and reported to the supervisor 1.4 Tools and equipment are selected that are appropriate to the task being undertaken 1.5 Suitable personal protective equipment (PPE) is selected, used, maintained and stored according to best practice
2 Prepare planting site	2.1 Tools and equipment for planting are used and maintained according to enterprise work procedures 2.2 Site is marked out according to planting plan and/or enterprise work procedures 2.3 Competing plants are controlled according to supervisor's instructions 2.4 Soil is modified where necessary according to the requirements of the trees to be planted and supervisor's instructions 2.5 Planting holes are excavated according to the needs of the plant and enterprise guidelines
3 Prepare trees and shrubs for planting	3.1 Trees and shrubs are watered prior to planting to ensure entire root ball is damp 3.2 Trees and shrubs are removed from containers without damage or dehydration 3.3 Examine plant and root ball and assess suitability for purpose and reject if unsuitable 3.4 Root treatments are applied according to supervisor's instructions
4 Install trees, shrubs and/or other plants	4.1 Plants are placed in hole according to enterprise guidelines 4.2 Planting hole is back-filled and soil consolidated 4.3 Plants are watered in where required to eliminate air pockets

5 Complete planting operations	5.1 Post planting treatment is applied according to the requirements of the species and supervisor's instructions 5.2 Tools and equipment are cleaned, maintained and stored according to enterprise and Occupational Health and Safety requirements 5.3 Waste is collected and disposed of or recycled to minimise damage to the external environment 5.4 Records of planting operations are maintained in the appropriate format

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
Occupational Health and Safety hazards	may include • solar radiation, dust, noise, air and soil-borne micro organisms • chemicals and hazardous substances • sharp hand tools and equipment, manual handling • holes, slippery and uneven surfaces • spider and insect bites
Environmental implications	associated with the planting program • may be beneficial to the external environment (particularly in regard to planting of windbreaks and shelter belts, programmed environmental maintenance, and the reversal of environmental degradation), when the trees and shrubs planted are consistent with the needs of the flora and fauna indigenous to the geographic region • However, work activities undertaken may have immediate detrimental effects on the surrounding environment, including misuse of chemicals, contamination of ground water or stormwater for excess run-off, levels of noise, dust, and inappropriate waste disposal
Tools and equipment	may include • secateurs • knives • spades • forks • trowels • rakes • hoes • spray equipment • augers, buckets • brooms • wheelbarrows • hoses and hose fittings • ancillary equipment such as ○ stabilising materials ○ weed mats ○ stakes ○ tree guards

Personal Protective Equipment	may include • hat • boots • overalls • gloves • goggles • respirator or facemask • face guard • hearing protection • sunscreen lotion
Enterprise work procedures	may include • supervisors instructions and orders • planting plans and specifications • client's instructions • sketches, work schedules, manufacturers guidelines • company Standard Operating Procedures (SOP) • Material Safety Data Sheets (MSDSs) • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures
Competing plants	may be controlled • by the application of herbicide to weeds by ○ spray ○ wick ○ cut and paint or injection ○ hand grubbing of seedlings ○ trimming or removal of whole plants or seed heads
Soil modification	may include • tilling, deep ripping • addition of nutrition/fertiliser or other organic compounds • conditioning additives to effect a change in the water holding capacity of the soil • soil structure, soil texture, and pH, such as ○ gypsum ○ sand ○ lime ○ dolomite ○ chemicals ○ mulches
Specification for planting holes	may include • dimensions to match plant size and root depth, gouging sides of planting hole to remove glazing of sidewalls

Trees and shrubs	may include • container growth • tube grown or bare rooted plants across a range of species and growth habits, eg, groundcovers, climbers, bulbs, annuals, grasses, lilies, etc, that do not require mechanised lifting devices
Root treatments	may include • trimming diseased or damaged roots, cutting off lower section of root ball • separating bound roots, teasing out roots to fit planting hole, removing excess potting media, dips (fungicides, bacterial, hormone)
Post-planting treatments	may include • weed and disease control • mulching • fertilising • watering • pruning, eg, formative pruning, removal of damaged or dead materials, canopy reduction, thinning, lifting • securing, eg, tying, staking, bracing, anchoring, guying • installation of tree guards and protective materials
Waste material	may include • unused work material, plant debris, litter and broken components • plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures
Records	may include • number and type of plants and materials used in the planting program, injury and dangerous occurrence reports, treatments and/or amendments applied, chemical use, date, problems encountered

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in planting trees and shrubs • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare a planting site according to a planting plan ○ excavate a planting hole ○ prepare trees and shrubs for planting ○ install trees and shrubs ○ apply post-planting treatments according to species requirements ○ transfer the skills and knowledge required to plant trees and shrubs to a different work environment, eg, This could include different species for planting, locations, and times of the year
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Chemical use, toxicity and mode of action of chemicals used ○ Awareness of the impact of planting activities on the surrounding environment ○ Planting techniques relating to specific species ○ Factors affecting the timing and method of tree or shrub planting ○ Initial establishment needs of juvenile plants ○ Soil amelioration techniques ○ Principles relating to the application of mulches and fertilisers ○ Basic plant structure and the physical and nutritional requirements of plants ○ Occupational Health and Safety legislative requirements and Code of Practice ○ Manual handling techniques ○ The effect of adverse outdoor climatic conditions, eg, rain, hail, or very high ultraviolet radiation, which may prevent or impede planting trees and shrubs • Required skills ○ Interpret work procedures including planting plans and site map ○ Communicate with team members and supervisor ○ Participate in teams and contribute to team objective ○ Calibrate tools and equipment ○ Measure distance ○ Calculate area, planting and seeding rates, volumes and treatment application rate

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - tools and equipment - personal protective equipment - trees and shrubs - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and planting plan should be consulted, interpreted and applied to coordinate revegetation activities with further clarification sought from the supervisor where necessary • Communicating ideas and information - Ideas and information relating to planting activities and problems encountered should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for planting activities will need to be arranged before and between work periods, and there will be some responsibility for coordinating work with others • Working with teams and others - Planting trees and shrubs may involve working with other members of a team to complete the planting program within given timelines • Using mathematical ideas and techniques - Measuring distance, calculating areas, calibrating tools and equipment, estimating quantities of materials, measuring treatment volumes and rates, and the depth and volume of planting holes will require mathematical application • Solving problems - Relating to planting techniques, processes, the planting area, workplace safety, tools and equipment, environmental issues and other team members may arise when planting trees and shrubs • Using technology - May be applied in the preparation, use and maintenance of horticultural tools and equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2301A	UNDERTAKE OPERATIONAL MAINTENANCE OF MACHINERY
HRT	Horticulture

DESCRIPTION: This competency standard covers basic maintenance procedures required to support machinery operations. It involves non-specialist skills to perform basic servicing and repairs on a range of machinery according to scheduled maintenance programs. Competency requires an awareness of workplace safety, and positive environmental practices associated with maintenance activities. The work is likely to be carried out under limited supervision with checking only related to overall progress within established enterprise routines and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for maintenance	1.1 Maintenance plans are accessed and understood prior to undertaking maintenance work 1.2 Tools and supplies are selected appropriate to job requirements and confirmed against maintenance plan 1.3 Tools are inspected for serviceability and prepared for use according to manufacturers specifications and enterprise requirements 1.4 Occupational Health and Safety hazards in the workplace are identified, risk assessed and reported according to enterprise requirements
2 Perform scheduled maintenance	2.1 Suitable personal protective equipment is selected, used, maintained and stored according to Occupational Health and Safety requirements 2.2 Greasing, lubrication and other basic servicing of machinery is carried out according to manufacturers specifications and enterprise requirements 2.3 Equipment is adjusted according to manufacturers specifications and enterprise requirements 2.4 Basic diagnostic techniques are applied and mechanical faults are identified and rectified according to manufacturers specifications 2.5 More serious or complex faults are reported for referral according to enterprise requirements
3 Complete maintenance activities	3.1 Tools are cleaned and stored according to Occupational Health and Safety and enterprise requirements 3.2 Waste from maintenance activities is collected, treated and disposed or recycled according to enterprise environmental requirements 3.3 Work areas are cleaned, returned to operating condition and maintained according to Occupational Health and Safety and enterprise requirements 3.4 Relevant information is documented according to industry and enterprise requirements

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
Maintenance plan	may include • details of scheduled maintenance and servicing requirements and procedures • tools and supplies required to undertake maintenance tasks • pre-start and safety checks for tools and machinery • mechanical diagnostic procedures • common mechanical faults and adjustment or repair procedures • current operational details • supervisors instructions and reporting requirements
Tools and supplies	may include • hand tools • hand held power tools • grease guns • safety equipment • cleaning and maintenance supplies including ○ grease ○ fuel ○ oil ○ chemicals ○ water steam ○ power ○ air
Preparations	may include • routine safety and pre-start checks, and procedures involving ○ cleaning ○ lubricating ○ hand sharpening ○ priming pumps ○ clearing filters ○ basic repairs ○ tightening and adjustments

Standard Operating Procedures (SOPs)	may include • industry standards • production schedules • Material Safety Data Sheets (MSDS) • work notes and plans • products labels • manufacturers specifications • operator's manuals • enterprise policies and procedures including ○ waste disposal ○ recycling ○ re-use guidelines • supervisors oral or written instructions
Occupational Health and Safety	may include safe systems and procedures for • operating and maintaining machinery including hydraulics and guarding of exposed moving parts • hazard and risk control • manual handling including lifting and carrying • the provision of safety decals and signage • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • lock out or danger tag procedures • protection of people in the workplace • the appropriate use maintenance and storage of personal protective clothing and equipment
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 entanglement with machinery from exposed moving parts including hydraulics
Personal protective equipment	may include • boots • hat/hard hat • overalls • gloves protective eyewear • safety harness • hearing protection • respirator or facemask • sun protection, eg, sun hut, sunscreen

Basic servicing procedures	may include • greasing and lubricating • carrying out checks of the cooling system • fuel • grease and oil • battery levels • inspections of tyre pressures • fan belts • leads • lines • connections • air filters • electrical • hydraulics • steering • lighting • transmission • confirmation of safety guards • Power Take Off (PTO) stubs and shafts
Enterprise requirements	applicable to this standard may include • industry standards • production schedules • Material Safety Data Sheets (MSDS) • work notes and plans • product labels • manufacturers specifications • operator's manuals • enterprise policies and procedures including ○ waste disposal ○ recycling ○ re-use guide • supervisors oral or written instructions
Machinery covered	may include • motorised equipment and implements • motorised machinery may include ○ sprayers ○ tractors ○ mechanical pruners ○ harvesters, turf mowers ○ rotary hoes, chainsaws ○ hedge trimmers ○ winches ○ vehicles ○ motorcycles

Mechanical faults	can be defined as basic faults that are reasonably within the scope of non-mechanical faults and may include • damage, wear, malfunction or unsoundness
Positive environmental practices	relevant to maintenance activities may include • the reduction of excessive noise and exhaust emissions, the safe use and disposal of maintenance debris including oil containers, fuel and chemical residues • it may also include preventative measures with regard to soil disturbance, dust and increased run-off flows caused by servicing, maintenance and cleaning activities
Relevant information	may include • tool usage and operational faults or malfunctions, machinery servicing and repair procedures and outcomes, machinery performance and operational faults or malfunctions, damage details, and hazard and incident reports
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in performing operational maintenance of machinery • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment • In particular, assessment must confirm the ability to ○ to select and match the correct tools and supplies to carry out scheduled servicing and minor repairs to a range of plant and equipment ○ apply operational safety procedures ○ access and interpret maintenance plans ○ apply basic diagnostic techniques ○ recognise and rectify minor mechanical faults ○ maintain maintenance records ○ transfer the skills and knowledge to undertake operational maintenance of machinery to a different work environment, eg, this could include different machinery and equipment, and workplace
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Types and uses of lubricants and other commonly used servicing materials ○ Operational principles of machinery including mechanical and auto-electrical systems ○ Servicing characteristics of plant and equipment ○ Types, characteristics, uses and limitations of hand power tools ○ Functions of components of common mechanical and hydraulic systems ○ Working principles of 2-stroke, 4-stroke, petrol and diesel engines ○ Set-up requirements of plant and equipment, and principles of calibration ○ Basic diagnostic processes and techniques ○ Environmental Codes of Practice with regard to maintenance activities ○ Occupational Health and Safety legislative requirements and Codes of Practice ○ Hazard identification and assessment ○ Occupational Health and Safety procedures • Required skills ○ Nil

Resource implications	- Physical resources - assessment of this competency requires access to - personal protective equipment - tools and supplies - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 competence will usually include questioning 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to machinery servicing, identified faults and repairs undertaken may be documented for reference and analysis, and organised by reports • Communicating ideas and information - With regard to complex mechanical faults may be reported and referred for repair or replacement • Planning and organising activities - For machinery maintenance through maintenance schedules and work schedules, or sequenced as required • Working with teams and others - In the application of communication, methods and procedures to complete individual tasks to achieve scheduled maintenance requirements • Using mathematical ideas and techniques - May be applied in the calculation and measurement of volumes, weights and consumption, particularly in relation to lubrication and fuel requirements • Solving problems - Tool faults or malfunctions will need to be repaired or replaced to complete and minimise disruption to scheduled maintenance work • Using technology - To communicate, measure and record information with regard to machinery maintenance, usage and performance Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2306A	OPERATE VEHICLES
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of maintaining and operating vehicles in rural, horticultural or land management setting. Competency requires the application of basic driving skills to safely utilise various controls and features of a range of vehicles, and demonstrate safe driving techniques. Competency requires knowledge of legislative requirements with regard to licensing, and an awareness of duty of care to self, others and the environment. The work is likely to be carried out under minimal supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare vehicle for use	1.1 Occupational Health and Safety hazards in the work area are identified and reported to the supervisor 1.2 Routine checks and maintenance of vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements 1.3 Faults or malfunctions are identified and reported for repair according to enterprise requirements 1.4 Loads are secured according to safe operational specifications, Occupational Health and Safety, legislative and enterprise requirements
2 Drive vehicle	2.1 Suitable personal protective equipment is selected, used, maintained and stored according to Occupational Health and Safety and enterprise requirements 2.2 Vehicle is driven in a safe and controlled manner and monitored for performance and efficiency 2.3 Driving hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques 2.4 Environmental implications associated with vehicle operation are recognised and positive enterprise environmental procedures applied where relevant
3 Complete and record vehicle performance	3.1 Shut-down procedures are conducted according to manufacturers specifications and enterprise requirements 3.2 Malfunctions, faults, irregular performance or damage to vehicle is detailed and reported according to enterprise requirements 3.3 Vehicle is cleaned and decontaminated (where necessary), secured and stored according to enterprise and Occupational Health and Safety requirements 3.4 Vehicle operational reports are maintained to industry standards according to enterprise requirements

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
Occupational Health and Safety Requirements	may include • the safe operation and maintenance of vehicles • checks to ensure loads are secure and within working specifications • hazard and risk control • manual handling including lifting and carrying • the application of emergency/defensive driving techniques • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • the appropriate use, maintenance and storage of personal protective equipment • passengers only carried when there is a seat approved by the manufacturer
Hazards	may include • exposure to loud noise and fumes, hazardous substances (fuels, oils), solar radiation and organic and other dusts • it may also include ergonomic hazards associated with posture and mechanical vibration • other hazards may include ○ bystanders ○ livestock and wildlife ○ difficult terrain and varying gradients ○ broken ground ○ potholes ○ ditches ○ gullies ○ embankments ○ obstacles ○ adverse weather conditions ○ electricity ○ overhead hazards including ▪ powerlines ▪ loose clothing ▪ speed and fatigue ▪ load shifts ▪ mechanical malfunctions ▪ exposed moving parts including hydraulics, run over by vehicle, crushed by roll over, loads being carried, and other machinery

Routine checks and maintenance	prior to operation may include • cabin drills, pre-start and safety checks including ○ an assessment of tyres ○ wheels ○ controls and cables ○ lights ○ safety mirrors ○ electrics ○ safety restraints ○ chain/driveshaft ○ chassis and suspension • service and maintenance of ○ cooling system ○ fuel ○ oils and lubricants ○ battery levels ○ tyre pressure ○ fan belts ○ leads ○ lines ○ connections ○ air filters ○ air conditioning ○ brakes ○ clutch ○ gearbox ○ steering ○ lighting ○ transmission
Vehicles	may include • utilities, four wheel drive vehicles, motorcycles (2 and 4 wheel), and light trucks
Enterprise requirements	may include • Standard Operating Procedures (SOPs) • industry standards • production schedules • Material Safety Data Sheets (MSDSs) • work notes and plans • product labels • manufacturers specifications • operators manuals • enterprise policies and procedures including ○ waste disposal ○ recycling ○ re-use guidelines • supervisors oral or written instructions

Personal Protective Equipment	may include • boots • overalls • gloves • protective eyewear • hearing protection • respirator or facemask • sun protection, eg, sun hat, sunscreen
Safe and controlled vehicle operation	can be achieved through • appropriate selection and use of controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to ○ machinery ○ equipment ○ person ○ property or environment
Environmental implications for vehicles	may result in negative environmental impacts, and may result from • excessive noise and exhaust emissions • the unsafe use and disposal of maintenance debris ○ oil containers ○ chemical residues • hazardous substances (fuel, oils) • high traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities
Shut down procedures for vehicles	may include • turning the engine off, safe dismounting and securing the vehicle • it may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the vehicle of soil, plant and animal material
Vehicle reports	may include • routine checks and maintenance • scheduled maintenance activities • mandatory or statutory inspections • faults • malfunctions • damage details • hazard and incident reports

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in the operation of vehicles • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ use basic driving skills to drive effectively, with or without loads, in different terrain, weather conditions and emergency situations ○ carry out routine checks and maintenance ○ record performance details ○ demonstrate safe workplace and positive environmental practices associated with vehicle operation ○ transfer the skills and knowledge required to operate vehicles to a different work environment, eg, this could include different vehicles, conditions and workplace situations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Components, controls and features of vehicles and their functions ○ Operating principles and operating methods ○ Load limits and the principles of weight distribution with regard to load shifting and vehicle movement ○ Effects of adverse weather and terrain conditions on the operation of vehicles ○ Occupational Health and Safety legislative requirements and Codes of Practice ○ Environmental Codes of Practice with regard to the operation of vehicles ○ Relevant State/Territory legislation and regulations with regard to licensing, road and traffic requirements • Required skills ○ Steer, manoeuvre and position vehicles in a smooth and controlled manner in on and off-road conditions ○ Demonstrate safe and environmentally responsible workplace practices ○ Obtain relevant licenses and permits ○ Demonstrate emergency procedures and safe driving techniques ○ Read and comprehend operator manuals ○ Effectively communicate faults, malfunctions and workplace hazards ○ Interpret and apply task instructions, report and maintain operational records

Resource implications	- Physical resources - assessment of this competency requires access to - personal protective equipment - vehicles - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards and circumstances and equipment likely to be encountered in a real workplace - 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 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
1	1	1	1	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to vehicle performance, faults and maintenance carried out may be detailed and recorded for reference and organised by reports • Communicating ideas and information - With regard to hazards and unsafe work practices associated with vehicle operation may be reported to the supervisor and work team • Planning and organising activities - Maintenance and repairs may be planned and coordinated around work schedules or sequenced as required • Working with teams and others - May be applied in the application of methods and procedures to complete maintenance procedures and complete records • Using mathematical ideas and techniques - May be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption • Solving problems - Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules • Using technology - To communicate, measure and record information with regard to maintenance, usage and performance of vehicle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2307A	OPERATE MACHINERY AND EQUIPMENT
HRT	Horticulture

DESCRIPTION: This competency standard covers the maintenance and operation of machinery and equipment. A practical application of skills and knowledge is required to carry out pre-operational checks, calibrate equipment, report faults and maintain operational records. In addition, an awareness of workplace safety and positive environmental practices associated with machinery and equipment operation is essential. This work is likely to be carried out under routine supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare machinery and equipment for use	1.1 Machine and equipment is selected appropriate to job requirements and confirmed against a work plan 1.2 Routine pre-operational checks of machinery and equipment are carried out to manufacturers specifications and enterprise requirements 1.3 Equipment is securely attached and calibrated for operation to manufacturers specifications 1.4 Faulty machinery and equipment is identified, safety tagged, and reported to supervisor according to enterprise requirements 1.5 Occupational Health and Safety hazards in workplace are identified, risk assessed and reported according to enterprise requirements
2 Operate machinery and equipment	2.1 Machinery and equipment is operated in a safe and controlled manner, and monitored for performance and efficiency 2.2 Risk to self, others and the environment are recognised and minimised according to enterprise and Occupational Health and Safety requirements 2.3 Suitable personal protective clothing and equipment is selected, used, maintained and stored according to Occupational Health and safety requirements 2.4 Environmental implications associated with machinery operation are identified, assessed and reported to the supervisor
3 Check and complete machinery and equipment operation	3.1 Machinery and equipment shut-down procedures are carried out to manufacturers specifications and enterprise requirements 3.2 Machinery and equipment operational records are maintained according to enterprise requirements 3.3 Machinery and equipment damage, malfunctions or irregular performance are recorded and/or reported according to enterprise requirements 3.4 Machinery and equipment is cleaned, secured and stored according to manufacturers specifications and enterprise requirements

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
Machinery and equipment	may include • hydraulic equipment • stationary engines • spraying equipment • stump grinders • mulches and chippers equipment • powered trailers and three point linkage equipment • excludes ○ chainsaws ○ tractors ○ vehicles and earth moving equipment
Work plans	may include • pre-operational and safety checks • routine maintenance procedures • designated job tasks • equipment • resources and materials for use • supervisors instructions • timeframe for work completion and reporting requirements
Pre-operational checks	may include • pre-start and safety checks including ○ the service and maintenance of cooling system ○ checking fuel ○ oils and lubricants ○ electrolyte levels ○ wheels ○ tyre pressure ○ fan belts ○ leads ○ lines ○ connections ○ air filters ○ brakes ○ clutch ○ gearbox ○ steering ○ lighting and transmission • inspection of safety guards, Power Take Off (PTO) stubs and shafts, and hitch and towing points • checking and confirming equipment calibration settings and operating methods for turbo-charged engines • observing and monitoring noise levels for correct operation

	• preparation of independently powered tools may include ○ cleaning ○ priming ○ tightening ○ basic repairs and adjustments • identify and segregate unsafe or faulty equipment for repair or replacement
Enterprise requirements	may include • 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 ○ re-use guidelines • Occupational Health and Safety procedures • supervisors oral or written instructions • work and routine maintenance plans
Occupational Health and Safety requirements	may include systems and procedures for • the safe operation and maintenance of machinery and equipment, including hydraulics, and guarding of exposed moving parts • hazard identification, assessment and reporting • emergency operating and defensive driving procedures • ensuring working loads are secure and within working specifications • safe lifting, carrying and handling • appropriate use, maintenance and storage of personal protective equipment • outdoor work including protection from solar radiation • passengers only been carried where there is a seat provided by manufacturers • protection of people in a workplace • protection from hazardous noise, mechanical vibration, and organic and other dusts
Occupational health and safety hazards	may include • exposure to loud noise and fumes, solar radiation, dust, ergonomic hazards associated with posture and vibration, hazardous substances (fuel, oils, fertilisers), oil and grease spills • it may also include ○ the presence of bystanders ○ livestock and wildlife ○ difficult terrain and varying gradients ○ potholes ○ ditches ○ gullies ○ embankments

	○ obstacles, eg, rocks, logs, fences, debris, buildings ○ extreme weather conditions ○ electricity ○ overhead powerlines ○ mechanical malfunctions and exposed moving parts ○ other machinery including hydraulics
Safe and controlled operation of machinery	may include • appropriate selection and use of machinery and equipment • using operational techniques for the specific terrain, eg, on and off-road environments) and weather conditions • maintaining working loads within specifications including ensuring hitch-points are operated at the correct height
Personal Protective Clothing and equipment	may include • boots • hat/hard hat • overalls • gloves • protective eyewear • hearing protection • respirator or facemask • sun protection, eg, sun hat, sunscreen
Environmental implications	associated with the operation of machinery and equipment may include • negative environmental impacts which may result from ○ excessive noise and exhaust emissions ○ the incorrect use and disposal of maintenance debris, eg, oils, containers, chemical residues ○ hazardous substances, eg, 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 speed and frequent traffic (including irrigation equipment)
Shut down procedures	may include • safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, engaging handbrake, removing keys, refuelling and cleaning

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in the operation of machinery and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment • In particular, assessment must confirm the ability to ○ select and utilise various features and controls of a range of machinery and equipment to carry out tasks ○ carry out work and maintenance plans ○ determine appropriate operating methods ○ carry out routine maintenance and basic repairs ○ report faults and workplace hazards ○ monitor operation ○ maintain records ○ demonstrate safe workplace and environmentally responsible practices ○ transfer the skills and knowledge required to operate machinery and equipment to a different work environment, eg, this could include different machinery and equipment, workplaces and conditions of use
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Manufacturers specifications for servicing of machinery and equipment ○ Operating principles and operating methods for machinery and equipment ○ Principles of weight distribution with regard to load shifting and machinery movement ○ Procedures for cleaning, securing and storing machinery, equipment and materials ○ Potential risks and hazards associated with the operation of machinery and equipment ○ Legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety, and the use and control of hazardous substances ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements ○ Environmental impacts and minimisation measures associated with the operation of machinery and equipment • Required skills ○ Operate machinery and equipment to industry standards ○ Demonstrate safe and environmentally responsible workplace practices

	○ read and interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets ○ Interpret and apply instructions, communicate with work team and supervisor, record and report equipment faults, workplace hazards, and accidents ○ Measure and calculate volumes, consumption and servicing requirements
Resource implications	• Physical resources - assessment of this competency requires access to ○ personal protective equipment ○ machinery and equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information and ideas with regard to machinery and equipment, safety procedures and their application may be discussed with colleagues and the supervisor • Communicating ideas and information - With regard to the performance and efficiency of machinery and equipment may be observed and recorded for analysis and organised by reports • Planning and organising activities - Involving maintenance and repairs to machinery and equipment may be planned and coordinated around work schedules or sequenced as required • Working with teams and others - May be applied in methods and procedures to complete maintenance and job functions to achieve work plan requirements • Using mathematical ideas and techniques - May be applied in the calculation and measurement of load weights, distance, consumption and oil and fuel requirements • Solving problems - Machinery and equipment breakdown, faults or malfunctions will need to be arranged for repair or replacement to achieve work plan requirements • Using technology - To communicate, measure and record information with regard to maintenance, usage and performance of machinery and equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2309A	OPERATE TRACTORS
HRT	Horticulture

DESCRIPTION: This competency standard covers the operation of tractors with or without attached equipment. It requires the application of skills to safely utilise the various components and controls of tractors, check and confirm operational status, and set and secure equipment for operation. It also requires knowledge of the distinguishing characteristics of individual tractors including rated power, steering systems, and operational complexities. In addition, competence in tractor operation requires an awareness of licensing and legislative requirements, duty of care to self, others and the environment. The work in this standard is likely to be carried out under some supervision with regular checking within enterprise.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare tractor for operation	1.1 Occupational health and safety hazards in the work area are identified, risk assessed and reported to the supervisor 1.2 Routine checks of tractors are conducted prior to use according to manufacturers specifications and enterprise requirements 1.3 Attached equipment is identified and selected appropriate to work requirements, checked for safety and set for operation 1.4 Tractor and attached equipment faults or malfunctions are identified and reported for repair according to enterprise requirements
2 Operate tractor	2.1 Risks to self, others and the environment are recognised and avoided according to Occupational Health and Safety and enterprise requirements 2.2 Suitable personal protective equipment is selected, used, maintained and stored according to Occupational Health and Safety and enterprise requirements 2.3 Tractor is operated in a safe and controlled manner and monitored for performance and efficiency 2.4 Hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques 2.5 Environmental implications associated with tractor operation are recognised and positive enterprise environmental procedures applied where relevant
3 Complete and check tractor operation	3.1 Shut-down procedures are conducted according to manufacturers specifications and enterprise requirements 3.2 Malfunctions, faults, irregular performance or damage to tractor and attached equipment is detailed and reported according to enterprise requirements 3.3 Tractor and attached equipment is cleaned and decontaminated where necessary, secured and stored according to enterprise and Occupational Health and Safety requirements 3.4 Tractor operational reports are maintained to industry standards according to enterprise requirements

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
Occupational Health and Safety requirements	may include safe systems and procedures for - the safe operation of tractors and attached equipment including the fitting of guards and shields - hazard and risk control - safe mounting and dismounting - manual handling including lifting and carrying - the application of emergency/defensive driving techniques - handling, application and storage of hazardous substances - outdoor work including protection from solar radiation, dust and noise - the appropriate use, maintenance and storage of personal protective equipment - roll over protection secured if required - wearing a seatbelt - passengers only being carried when there is a seat approved by manufacturer
Hazards	may include - exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts - ergonomic hazards associated with posture and mechanical vibration - bystanders - livestock and wildlife - difficult terrain and varying gradients - broken ground - potholes - ditches - gullies - embankments - obstacles - adverse weather conditions - electricity - overhead hazards including - powerlines - loose clothing - speed and fatigue - load shifts - mechanical malfunctions - exposed moving parts including - hydraulics - run over by tractor - crushed by roll-over - other machinery

Routine checks carried out prior to operation	may include • cabin drills and pre-start and safety checks including ○ an assessment of tyres ○ wheels ○ controls and cables ○ lights ○ safety mirrors ○ electrics ○ safety restraints ○ chain/driveshaft ○ chassis ○ seatbelts ○ suspension ○ power take-off equipment and guards ○ roll over protection ○ spark arresters ○ pneumatic and hydraulic systems • checking of cooling system • fuel • oils and lubricants • battery levels • tyre pressure • fan belts • leads • lines • connections • air filters • air conditioning • brakes clutch • gearbox • steering • lighting and transmission • inspection of hitch and towing points
Operational characteristics	may vary in tractors where they may be • two wheel drive, four wheel drive, front wheel assist, articulated tractors including scrapers, track or crawler driven • steering systems may include conventional front-wheeling steering, all wheel steering and articulated • variational characteristics also include rated horsepower and complexities of operations and controls
Enterprise requirements	applicable to this standard may include • 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 ○ re-use guidelines • supervisors oral or written instructions
Range of operations with attached equipment	may be • set up and operated for blade • belt pulley • drawbar • front-end loader • power-take-off • remote hydraulics • linkage mounted equipment
Risks associated with the operation of tractors	may include • tractor rollover, which may be caused by traversing a steep slope or cornering too sharply at speed • tractor back flip which may be caused by driving off in low gear but with high engine speed, rapid acceleration (particularly when driving uphill or pulling a heavy load), attempting to drive forward when the wheels are unable to move forward (bogged), rapid engagement of the clutch of the tractor • power-take-off entanglement (loose clothing)
Personal protective equipment	may include • boots with non-slip soles • overalls • seatbelts • gloves • protective eyewear • hearing protection • respirator or facemask • sun protection, eg, sun hat, sunscreen
Safe control and operation of tractors	may include • the appropriate selection and use of tractor controls, features, settings and operational techniques for the terrain and all weather conditions without causing damage to tractor, equipment, person, property or environment
Environmental implications	associated with the operation of tractors may include • negative environmental impacts resulting from excessive noise and exhaust emissions • the unsafe use and disposal of maintenance debris, eg, oil containers, chemical residues • hazardous substances, eg, fuel, oils • high traffic activity • particularly the repeated use of tracks • may negatively impact in soil disturbance

	dust problems and increased run-off flows from unsafe cleaning and servicing activities
Shut down procedures	for tractors may include - turning the engine off - safe dismounting and securing the tractor - ensuring hydraulic equipment is lowered to a safe position - it may also include - parking away from hazards - maintaining a clear thoroughfare - refuelling and cleaning the tractor - engaging handbrake and removing keys
Relevant reports	may include - routine checks and maintenance - scheduled maintenance activities - mandatory or statutory inspections - log books - faults - malfunctions and damage details - hazard and incident reports
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to safely operate tractors with or without attached equipment relative to operating conditions • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ match and attach equipment appropriate to work requirements ○ secure loads within working specifications ○ perform routine pre-operational checks ○ recognise and control hazards and risks ○ demonstrate emergency procedures ○ monitor and maintain operational records ○ demonstrate safe workplace and positive environmental practices ○ transfer the skills and knowledge required to operate tractors to a different work environment, eg, this could include different tractors, terrain and weather conditions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Tractor components, controls and features and operational functions ○ Tractor steering systems and features ○ Attached equipment, features and operational functions and procedures ○ Operating principles and operating methods ○ Load limits and the principles of weight distribution with regard to load shifting and tractor movement ○ Effects of adverse weather and difficult terrain conditions on tractor operation ○ Environmental Codes of Practice with regard to machinery operation ○ Occupational health and safety legislative requirements, hazard identification and risk assessment ○ Relevant legislation with regard to machinery operation and licensing requirements ○ Occupational Health and Safety Codes of Practice including the use and control of hazardous substances • Required skills ○ Steer, manoeuvre and position tractor in a smooth and controlled manner ○ Safely and effectively operate tractors in adverse weather and difficult terrain conditions ○ Demonstrate safe and environmentally responsible workplace practices

	○ Interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets ○ Effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records ○ Calculate and measure distance, volumes and weights
Resource implications	• Physical resources - assessment of this competency requires assess to ○ personal protective equipment ○ tractors ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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", and 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to tractor performance, faults and maintenance requirements may be detailed and recorded for reference and organised by reports • Communicating ideas and information - With regard to hazards and unsafe work practices associated with the operation of tractors may be reported to the supervisor and work team • Planning and organising activities - Tractor operation may be planned and coordinated around work schedules • Working with teams and others - May be applied in the application of methods and procedures to complete operating procedures and maintain records • Using mathematical ideas and techniques - May be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption • Solving problems - Breakdowns, faults or malfunctions will require arrangement for repair or replacement to achieve work schedules • Using technology - To communicate, measure and record information with regard to maintenance, usage and performance of tractor Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2401A	TREAT WEEDS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of treating weeds using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common weeds, monitoring and recording the severity of the weed problem, applying a range of treatments, and recording relevant information.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to treat weeds	1.1 Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name 1.2 Details of the weed occurrence are recorded and reported to the supervisor 1.3 Treatment methods are selected in consultation with the supervisor 1.4 Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications 1.5 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor
2 Treat weeds	2.1 Suitable personal protective equipment (PPE) is selected, used, maintained and stored 2.2 Treatments are prepared according to supervisor's instructions and manufacturers guidelines 2.3 Treatments are applied in such a way that non-target damage is minimised 2.4 Treatments are applied according to Occupational Health and Safety and regulatory requirements
3 Carry out post treatment operations	3.1 Equipment is shut down and cleaned with full consideration of environmental impacts and Occupational Health and Safety requirements 3.2 Treatment waste is disposed of causing minimal environmental damage 3.3 Records are maintained according to enterprise guidelines

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
Weed details	may include - location of weeds - area covered by the weed - possibility of off target damage - potential threats that the weed may present to surrounding areas
Treatments applied	may include - hand weeding - herbicides - release of biological agents - cultivation, slashing, cutting, burning and ripping
Appropriate equipment for treatment application	may include - backpack sprayers - spray tanks - fertiliser spreaders - ladders, tractor drawn cultivation equipment, rippers - weedicide applicators - handsaws - chainsaws - brush cutters
Occupational Health and Safety hazards	may include - use of hazardous chemicals - use of tractors and machinery - solar radiation - manual handling, falls, tripping and noise
The risk of Occupational Health and Safety hazards	may affect - workers - equipment - people and animals external to the workplace such as members of the public, wildlife, pets, bees, fish, birds - the environment

Personal protective equipment (PPE) used in treatment	may include • hat • rubber boots • chemical resistant overalls • face protection • hearing protection • gloves • goggles • respirator or facemask • sunscreen lotion
Occupational Health and Safety requirements	may include • identifying hazards • assessing and reporting risks • safety procedures involved in chemical handling and use • weather conditions, safety procedures for protecting others • cleaning, maintaining and storing tools and equipment • appropriate use, maintenance and storage of personal protective equipment including sun protection, drinking to avoid dehydration • safe operation of tools and equipment • personal hygiene and reporting problems to supervisors
Regulatory requirements	may include • the use and disposal of chemicals • record keeping • transport of chemicals • access to area • use of chainsaws • reporting accidents and dangerous goods
Environmental impacts	may include • leaching and contamination of the water table • soil contamination, spray drift • damage to off target organisms • contaminated produce • surface run off, changes in soil structure
Record keeping	may include • accident and dangerous occurrence reports • name of operator • treatments applied, rate, date, settings of equipment, weed numbers • numbers of beneficial organisms

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in treating weeds • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment • In particular, assessment must confirm the ability to ◦ recognised and appropriately treated common weeds ◦ transfer the skills and knowledge required to treat weeds to a different work environment, eg, this could include different weed species, locations and treatment techniques
Interdependent assessment of units	• This unit must be assessed after attainment of competency of the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ Recognition of common weeds for a particular enterprise/situation ◦ Weed growth characteristics ◦ Different types of control measures, treatments and their principles ◦ Modes of action of different chemicals ◦ Equipment capability and limitations ◦ Legislation relation to the use of chemicals for weed control ◦ Occupational Health and Safety responsibilities of employees ◦ Occupational Health and Safety legislative requirements and associated hazardous substances regulations and Codes of Practice ◦ Correct wearing/fit of personal protective equipment ◦ Environmental considerations when using chemicals for weed control • Required skills ◦ Read and interpret chemical labels, Material Safety Data Sheets (MSDS), manufacturers specifications for setting up equipment, and maintain spray records ◦ Prepare to treat weeds ◦ Apply weed treatments ◦ Carry out post treatment operations

Resource implications	- Physical resources - assessment of this competency requires access to - equipment - personal protective equipment - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Relating to applying weed treatments should be discussed with other members of the work team and the supervisor • Communicating ideas and information - Relating to applying weed treatments should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others • Working with teams and others - The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of weed treatments • Using mathematical ideas and techniques - In relation to calculating rates, and areas, will be required • Solving problems - May be demonstrated in cases of machinery malfunctions or chemical spillage • Using technology - Technology may be applied in the preparation, use and maintenance of spray equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2404A	TREAT PLANT PESTS, DISEASES AND DISORDERS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of treating plant pests, diseases and disorders using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common plant pests, diseases and disorders, monitoring and recording the severity of the plant pest or disease problem, applying a range of treatments, and recording relevant information.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to treat plant pests, diseases and disorders	1.1 Plant pests, diseases and disorders which impact on commercial crops, gardens and turf, and natural areas are recognised by common name 1.2 Details of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor 1.3 Treatment methods are selected in consultation with the supervisor 1.4 Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications 1.5 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor
2 Apply treatments to plant pests, diseases and disorders	2.1 Suitable personal protective equipment (PPE) is selected, used, maintained and stored 2.2 Treatments are prepared according to supervisor's instructions and manufacturers guidelines 2.3 Treatments are applied in such a way that non-target damage is minimised 2.4 Treatments are applied according to Occupational Health and Safety and regulatory requirements
3 Carry out post treatment operations	3.1 Equipment is shut down and cleaned with full consideration of environmental impacts 3.2 Treatment waste is disposed of causing minimal environmental damage 3.3 Records are maintained according to enterprise guidelines

Range 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
Classification of plant pests, diseases and disorders	may include • chewing, sucking and boring invertebrates, nematode, fungi, viruses, and bacteria • disorders include toxic soil, air and water • this unit excludes vertebrae pests, nutrient deficiencies and extreme environmental conditions
Details about the plant pest or disease	might include • location and occurrence of plant pests, disease and disorders • possibility of off target damage and potential threats that the plant pest or disease may present to surrounding areas
Treatments	may include • use of fertilisers, foliar nutrients, insecticides, fungicides, dips • release of biological agents, pheromone traps, baits, hormones • cultivation, slashing, cutting, burning and ripping
Equipment appropriate for treatment application	may include • backpack sprayers • spray tanks, fertiliser spreaders • ladders, rippers, pesticide applicators and handsaws
Occupational Health and Safety hazards	may include • use of hazardous chemicals • use of tractors and machinery • solar radiation • working from ladders
Occupational Health and Safety risks	may affect • workers, • equipment • people and animals external to the workplace such as members of the public, wildlife, pets, bees, fish, birds • the environment

Personal Protective Equipment required to apply treatments	may include • hat • rubber boots • chemical resistant overalls • gloves • goggles • respirator or facemask • sunscreen lotion
Occupational Health and Safety requirements	may include • identifying hazards • assessing and reporting risks • cleaning, maintaining and storing tools and equipment • appropriate use of personal protective equipment including sun protection and drinking to avoid dehydration • safe operation of tools and equipment • personal hygiene and reporting problems to supervisors • appropriate use, maintenance and storage of personal protective equipment • safety procedures in chemical handling and use • safety procedures for the protection of others
Regulatory requirements	may include • the use and disposal of chemicals, record keeping • transport of chemicals, and access to area
Environmental impacts	may include • leaching and contamination of the water table • soil contamination, spray drift • damage to off target organisms • contaminated produce • surface run off, changes in soil structure
Records that need to be kept when treating plant pests, diseases and disorders	may include • name of operator • treatments applied • rate • date • settings of equipment • plant pest's numbers • numbers of beneficial organisms

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in treating plant pests, diseases and disorders • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ recognise and appropriately treated common plant pests, diseases and disorders ○ transfer the skills and knowledge required to treat plant pests, diseases and disorders to a different work environment, eg, this could include different plant pest and diseases, locations and treatment techniques
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Recognition of common plant pests, diseases and disorders for a particular enterprise/situation ○ Different types of control measures and their principles ○ Modes of action of different chemicals ○ Legislation relation to the use of chemicals for plant pest, disease and disorder control ○ Occupational Health and Safety legislative requirements and Codes of Practice ○ Correct wearing/fit of personal protective equipment • Required skills ○ Read and interpret chemical labels, Material Safety Data Sheets (MSDS), manufacturers specifications for setting up equipment, and maintain spray records ○ Prepare to treat plant pests and diseases ○ Apply plant pest, disease and disorder treatments ○ Carry out post treatment operations ○ Wear personal protective equipment appropriate to task

Resource implications	- Physical resources - assessment of competency requires access to - personal protective equipment - equipment - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information will be collected by inspecting the plant pest or disease and the information gained will be recorded and discussed with the work team and supervisor; enterprise work procedures and control programs should be consulted, interpreted and applied with clarification from the supervisor where necessary • Communicating ideas and information - Relating to applying plant pest, disease and disorder treatments should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others • Working with teams and others - The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of plant pest or disease treatments • Using mathematical ideas and techniques - In relation to calculating rates, and areas, will be required • Solving problems - May be demonstrated in cases of machinery malfunctions or chemical spillage • Using technology - May be applied in the preparation, use and maintenance of spray equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC2706A	APPLY CHEMICALS UNDER SUPERVISION
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of applying chemicals and biological agents for the control of weeds, pests and diseases using workplace specific application equipment. The work functions in this standard will be carried out under supervision. A thorough knowledge and the application of safety procedures and regulations when using chemicals is required.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals

ELEMENT	PERFORMANCE CRITERIA
1 Follow instructions to check and maintain application and personal protective equipment	1.1 Pre and post operational checks and maintenance on application equipment are carried out according to manufacturers specifications and enterprise procedures 1.2 Application and personal protective equipment are prepared and adjusted for use appropriate to the situation and in accordance with Occupational Health and Safety requirements 1.3 Instructions are followed to identify and maintain damaged, non-functioning or worn equipment 1.4 Occupational Health and Safety hazards are identified and reported to the supervisor
2 Use application and personal protective equipment	2.1 Chemical label is interpreted 2.2 Application and personal protective equipment appropriate to the task are recognised and used, maintained and stored according to enterprise procedure and Occupational Health and Safety requirements 2.3 Measurement and decanting of substances comply with directions 2.4 Safe working practices relevant to the situation are followed 2.5 Procedures in the event of a chemical spill are identified and followed
3 Apply chemicals	3.1 Hazards are identified and associated risks recognised 3.2 Requirements for application equipment to accurately and effectively apply the required dose of the chemical to the target are followed 3.3 Safe working practices relevant to the situation are followed
4 Follow instructions to empty and clean equipment and containers according to directions	4.1 Instructions for clean-up are identified 4.2 Equipment and clean up methods using appropriate tools are followed 4.3 Instructions for disposal of containers and unused chemicals or biological agents are identified
5 Complete chemical records	5.1 Chemical inventory is recorded as instructed and as required by regulations 5.2 Chemical application details are reported as instructed and as required by regulations
6 Transport, handle and store chemicals according to instructions and legislative requirements	6.1 Transport, handling and storage requirements for chemicals used are recognised and followed 6.2 Requirements for storage of chemicals at the workplace are recognised and followed

Range 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
Pre and post operational checks	may be made to • weather conditions, eg, wind • nozzles • hoses • regulators/gauges • respirator cartridges • drench • protective clothing and equipment
Application equipment	may include • Knapsacks or hand held pneumatic sprayers • drench guns • spot on applicators • syringes • other equipment relevant to the workplace
Personal protective equipment	may include • boots • overalls • chemical resistant gloves • aprons • face shields • respirators or hats
Chemicals	may include • herbicides • insecticides • fungicides • algaecides • growth regulators • growth promotants • bio-agents or vaccines • excludes application of S6 and S7 chemicals

Safe working practices	may include • procedures for handling, transporting and storing chemicals • selecting and using personal protective clothing and equipment • safe operation of machinery and equipment • safe procedures for applying chemicals and following manufacturers instructions
Legislation or regulations	may include • Pesticides Acts • Occupational Health and Safety Acts and associated Hazardous Substances Regulations / Codes of Practice • Dangerous Goods Acts • Poisons Schedules or Protection of the Environment Acts
Procedures in the event of a spill	may include, according to the label, • Material Safety Data Sheets (MSDS) or legislation
Hazards	will be listed • on labels and the Material Safety Data Sheets for the chemical concerned and may include ○ flammability ○ toxicity ○ health hazards ○ damage to non-target organisms ○ environmental damage or residues in food or feedstuffs
Tools	may include • hand tools • measuring jugs and cylinders • scales • syphoning equipment • drum rinse • batching tank
Application details	such as • time • date • quantity and type of chemical • weather • application equipment • host and pest • accidents or dangerous occurrences may be recorded or must be recorded where required by legislation

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge apply chemical under supervision • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ use the correct equipment ○ apply the chemical correctly ○ record application ○ identify safety hazards and how to avoid them ○ interpret and follow directions ○ transfer use of chemicals in one workplace to another workplace, eg, if a chemical is applied under close supervision on a property growing grain crops, it should be evident that a chemical could be applied on a property where fruit is grown following induction to the new workplace
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Environmental effects of selected chemicals and how to minimise damaging effects of chemicals ○ Different broad chemical types, eg, insecticides, herbicides and fungicides and their mode of action symbols on the label ○ Principles of Integrated Pest Management ○ Paths of entry of poisons into the body and methods of limiting exposure ○ Methods of minimising risk during application ○ Personal protective equipment and how, when and why it should be used and stored ○ Maintenance of personal protective equipment ○ Relevant State or territory legislation, regulations and Codes of Practices with regard to hazardous substances of the use of chemicals ○ Occupational Health and Safety concerning personal safety and safety of others in the workplace ○ Use of chemicals as one tool of pest management ○ Possible effects on health of bystanders/public in addition to applicators ○ Weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue ○ Correct wearing/fit of personal protective equipment

	- Required skills - Work using a variety of chemical application tools and pieces of equipment that are suitable for the particular application task using safe and environmentally responsible work practices - Accurately interpret labels, record relevant information and measure application amounts - Respond to emergencies and apply first aid in the event of pesticide poisoning
Resource implications	- Physical resources - assessment of this competency requires access to - personal protective equipment - tools - appropriate documentation and resource normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information may be collected and analysed from chemical labels, Material Safety Data Sheets, operator manuals or from Codes of Practice and advisory materials outlining regulations relevant to chemical use • Communicating ideas and information - Information about chemicals and how they will be applied and recorded may be communicated to work colleagues or the supervisor • Planning and organising activities - Recognising and using equipment, application and cleaning up of chemicals will require coordination of activities • Working with teams and others - Applying chemicals with others in workplace or in conjunction with other team functions • Using mathematical ideas and techniques - Correctly measuring volume of chemical to apply, recording information and working out time periods before work can continue in the area • Solving problems - Taking action concerning faulty equipment may require problem solving • Using technology - Recording information may require technology to be used Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3016A	PROVIDE INFORMATION ON PLANTS AND THEIR CULTURE
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of providing information to clients and others about plants and their cultural requirements. The provision of information is likely to be under limited supervision from others with checking only related to overall effectiveness. The provision of information requires the application of extensive horticultural knowledge and a broad range of plant-related skills. The provision of information is normally done within routines, methods and procedures where some discretion and judgement is required.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the issue	1.1 Contact is initiated with the <i>client</i> , when appropriate, according to <i>enterprise work procedures</i> 1.2 The client is assisted in explaining the <i>issue</i> by the use of attentive listening and questioning techniques according to enterprise work procedures 1.3 The nature of the issue is clarified by gathering all relevant <i>information</i> from the client according to enterprise work procedures 1.4 The issue is defined according to <i>researched and experimental awareness</i> and enterprise work procedures
2 Decide on preferred solution	2.1 Options and/or strategies are identified and devised according to researched and experimental awareness, and enterprise work procedures 2.2 Options and/or strategies are examined and evaluated according to sound problem-solving techniques and enterprise work procedures 2.3 The optimal solution is determined based on reasoned argument, appropriate evidence, sound cultural principles, and enterprise work procedures
3 Provide the preferred solution	3.1 The recommended solution, method of application and probable outcomes are clearly explained to the client according to enterprise work procedures 3.2 The original source of the plant and its cultural requirements is referred to where necessary 3.3 Client requests for clarification or expansion are responded to by the use of attentive listening and questioning techniques according to enterprise work procedures 3.4 Recommendations are recorded and reports are made to the supervisor according to enterprise work procedures

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
Client	may include • general public • customers • clients • community groups • staff members • industry counterparts
Enterprise work procedures	may include • supervisors oral and written instructions • enterprise policy and guidelines • enterprise Standard Operating Procedures (SOP) • specifications • routine maintenance schedules • work notes • products labels and Material Safety Data Sheets (MSDS) • manufacturers service specifications and operators manuals • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures
Issues	may include • weeds • pest and disease control measures • selection and use of plant materials • basic design and maintenance • soils • irrigation • plant nutrition • products and services • local geographical variables • habitat and conservation use • bush restoration • other plant cultural information

Information	may include • soil characteristics • proximity of plantings and structures to buildings • plant positioning • material types • origin of the plant • environment and environmental threats • watering regime • propagation techniques • seed collection methods • habitat and conservation value • natural and assisted regeneration • drainage • cultural practices
Researched and experimental awareness	knowledge of species and its culture may be increased through • consultation with team members • supervisor • own knowledge • specific literature • supplier specifications • local historical performance data • industry best practice guidelines Resources may include • enterprise or public library • horticultural and land management-related business and research organisation websites • industry consultants • suppliers and contractors • enterprise supervisor and team colleague experience • experts in the local area or industry sector
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in providing information on plants and their culture • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ respond positively and actively to client requests with information and recommendations ○ provide active listening and questioning techniques to ensure that the plant and cultural information supplied are appropriate to the clients needs ○ transfer the skills and knowledge required to provide information on products plants and treatments to a different work environment, eg, this could include different plants, cultural practices, environments and requests for information
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Broad range of plant species and their cultural relevant to the workplace ○ Awareness of legal issues, Occupational Health and Safety issues and requirements, and environmental implications, regulations and cultural sensitivities of clients ○ Problem-solving techniques ○ Plant identification techniques and basic physiology, habit and growth characteristics of the plants specific to the enterprise ○ Soil characteristics, particularly in relation to the geographical and climatic region from which clients generally originate ○ Pest and disease symptoms, basic physiology and life cycle of pests and diseases, vulnerable plant growth stages, treatment thresholds, treatment products, effective application procedures and environmental implications ○ Weed species, growth stages, treatment thresholds, treatment products, effective application procedures and environmental implications ○ Local plant suppliers, consultants, services, products and contractors ○ Awareness of duty of care in provision of advise and recommendations to retail, commercial and private clients • Required skills ○ Communicate with clients, work team members, supervisors, suppliers, contractors and consultants ○ Interpret information sheets, labels, horticultural literature, specifications and design symbols

	○ Utilise proforma reporting and work procedure documents ○ Estimate treatment and product requirements, material sizes and quantities ○ Interpret site designs, ground plans and specifications ○ Calculate ratios, proportions and application rates ○ Coordinate own work activities to gain knowledge about plants, products and treatments ○ Investigate client requests for information, identify and evaluate options, decide on a solution, and deliver recommendation and information to the client ○ Provide customer service to satisfy the clients need for information ○ Research and access information ○ Inform the client of any recommended solution using verbal explanations, available audio-visual or multimedia materials, literature, and demonstrations of the solution offered by a plant, product or treatment
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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 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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures, customer service standards and resources should be consulted, interpreted and applied to coordinate client service and information delivery about plants, products and treatments, with further clarification sought from the supervisor when necessary • Communicating ideas and information - Written, oral and telecommunication of ideas and information relating to the horticultural issue and the recommended solution will be required with the client, work group, supervisor and industry contacts • Planning and organising activities - Own work activities, in coordination with the work team, will be planned prior to and adjusted during client service work periods • Working with teams and others - The provision of information to clients may require coordination and consultation with team members to deliver effective and accurate information to the client satisfaction • Using mathematical ideas and techniques - Mathematical application will be required to calculate area, quantities, volumes and application rates for plants, products and treatments • Solving problems - Problem-solving techniques will be required to satisfy the clients needs, inadequate knowledge in an area of customer query and inadequate plants, products or treatments available within the specific enterprise to meet client needs, will also require problem-solving techniques • Using technology - Technological understanding will be required to access and apply information about plants, products and treatments to meet clients needs, communicate with clients and others, and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3310A	OPERATE SPECIALISED MACHINERY AND EQUIPMENT
HRT	Horticulture

DESCRIPTION: This competency standard covers the functions involved in operating specialised machinery and equipment. It requires particular skills and knowledge to operate specialised agricultural, horticultural or conservation and land management machinery. An ability to perform pre-operational checks on machinery, assess work requirements, determine work plans, monitor performance and maintain records is also required. In addition, it requires knowledge of licensing requirements, workplace safety, and positive environmental practices associated with the operation of machinery. Judgement and discretion combined with ability to work under minimal supervision is necessary.

ELEMENT	PERFORMANCE CRITERIA
1 Select and prepare specialised machinery and equipment for use	1.1 Specialised machinery and equipment is selected and prepared to job requirements and confirmed against work plan 1.2 Routine pre-operational checks of specialised machinery and equipment are completed to manufacturers specifications and enterprise requirements 1.3 Occupational Health and Safety hazards in the workplace are recognised, risk assessed and minimised according to enterprise requirements
2 Operate specialised machinery and equipment	2.1 Machinery and equipment is operated in a safe and controlled manner and monitored for performance and efficiency 2.2 Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly 2.3 Suitable personal protective clothing and equipment is selected, used, maintained and stored according to Occupational Health and Safety requirements 2.4 Environmental implications associated with machinery operation are identified, assessed and reported to the supervisor
3 Complete and report on specialised machinery and equipment operation	3.1 Shut-down procedures for specialised machinery and equipment are completed to manufacturers specifications and enterprise requirements 3.2 Specialised machinery and equipment operational records are completed and maintained according to enterprise requirements 3.3 Malfunctions, faults, irregular performance and damage to specialised machinery and equipment are detailed and reported according to enterprise requirements 3.4 Specialised machinery and equipment is cleaned, secured and stored according to Occupational Health and Safety and enterprise requirements

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
Special machinery and equipment	may include • skidsteer loaders • self-propelled harvesters and pickers • front end loaders • irrigation equipment • scissor lifts • excavators • forklifts • land levellers • feed mixers • milking machinery • specialised turf equipment • specialised nursery equipment • livestock feeding systems • watering systems • filtering and pumping equipment • cultivation equipment • fertilising application and grain handling equipment • this unit does not include machinery and equipment covered under RTC2306A - Operate vehicles, RTC2307A - Operate machinery and equipment and RTC2309A - Operate tractors
Work plans	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
Routine pre-operational checks of machinery and equipment	may include • pre-start and safety checks including ◦ the service and maintenance of cooling system • checking fuel • oils and lubricants • electrolyte levels • wheels • tyre pressure • fan belts • leads • lines • connections • air filters • brakes

	• clutch • gearbox • steering • lighting and transmission • inspection of safety guards • Power Take Off stubs and shafts, and hitch and towing points • checking and confirming equipment calibration settings and operating methods for turbo-charged engines • observing and monitoring noise levels for correct operation • preparation of independently powered tools may include ○ cleaning ○ priming ○ tightening ○ basic repairs and adjustments • identify and segregate unsafe or faulty equipment for repair or replacement
Enterprise requirements	may include • Standard Operating Procedures (SOP) • 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 ○ re-use guidelines • Occupational Health and Safety procedures • supervisors oral or written instructions • work and routine maintenance plans
Occupational Health and Safety requirements	may include systems and procedures for • the safe operation and maintenance of specialised machinery and equipment • hazard and risk identification • emergency operating and defensive driving procedures ensuring working loads are secure and within specifications • appropriate use, maintenance and storage of personal protective equipment • outdoor work, including protection from solar radiation, hazardous noise, mechanical vibration and organic and other dusts • protection of people in the workplace • passengers are carried only when there is a seat approved by the manufacturer

Hazards encountered in the workplace	may include • exposure to loud noise and fumes • solar radiation, heat stress, fatigue • crushed by a roll over, dust • ergonomic hazards associated with posture and vibration • hazardous substances, eg, fuel, oils, fertiliser • oil and grease spills • the presence of bystanders, livestock and wildlife • difficult terrain and varying gradients, potholes, ditches, gullies, embankments • obstacles ○ rocks ○ logs ○ fences ○ debris ○ buildings • extreme weather conditions • electricity, overhead hazards including powerlines • mechanical malfunctions and exposed moving parts, and other machinery including hydraulics
Safe and controlled operation of machinery and equipment	may include • appropriate selection and use of machinery and equipment • using operational techniques for the specific terrain (on and off-road environments) and weather conditions • maintaining working loads within specifications including ensuring hitch-points are operated at the correct height
Personal protective equipment	may include • boots • hat/hard hat • overalls • gloves • protective eyewear • hearing protection • high visibility clothing • respirator or face mask • sun protection, eg, sun hat, sunscreen
Environmental implications associated with the operation of machinery and equipment	may include • negative environmental impacts resulting from excessive noise and exhaust emissions • the incorrect use and disposal of maintenance debris, eg, oil containers, chemical residues • hazardous substances, eg, 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

Procedures for the shut down of equipment	may include • safe dismount procedures including turning engine off • maintaining a clear thoroughfare • parking away from hazards • securing • refuelling • cleaning • engaging handbrake and removing vehicle keys
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in the operation of specialised machinery and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ effectively utilise their respective various components, controls and features to perform specific tasks ○ select the appropriate machinery and equipment for the job ○ determine operating methods ○ provide solutions for faults or breakdowns ○ demonstrate emergency operating procedures ○ evaluate performance and maintain records ○ demonstrate safe workplace and environmentally responsible practices ○ transfer the skills and knowledge required to operate specialised machinery and equipment to a different work environment, eg, this could include different machinery, equipment, workplaces and environments
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Components, controls and features of specialised machinery and equipment and their functions ○ Risks associated with the operation of machinery and equipment in different weather and difficult terrain conditions ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety, and the use and control of hazardous substances, chemical and biological agents ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements, and the use and control of specialised machinery and equipment ○ Environmental impacts and minimisation measures associated with the operation of specialised machinery and equipment ○ Personal protective equipment and when and how it should be used ○ Enterprise policies with regard to specialised machinery and equipment use, recording and reporting routines • Required skills ○ Operate specialised machinery and equipment in normal and adverse conditions to industry standards ○ Demonstrate emergency operating procedures in normal and adverse conditions

	○ Attach and detach a range of three point linkage implements, front-mounted and Power Take Off operated equipment ○ Demonstrate safe and environmentally responsible workplace practices ○ Obtain relevant licences and permits ○ Interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheet ○ Communicate faults, malfunctions and workplace hazards, report and maintain operational records ○ Measure and calculate volumes, load weights, consumption and servicing requirements
Resource implications	• Physical resources - assessment of this competency requires access to ○ personal protective equipment ○ special machinery and equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to performance, faults and maintenance may be observed and monitored for analysis and organised by records and reports • Communicating ideas and information - With regard to specialised machinery and equipment, their components and application to complete work tasks may be discussed with colleagues and the supervisor • Planning and organising activities - Involving maintenance and repairs to specialised machinery and equipment may be planned and coordinated around work schedules or sequenced as required • Working with teams and others - May be applied in communication, methods and procedures to complete maintenance and repairs to complete work tasks • Using mathematical ideas and techniques - May be applied in the calculation and measurement of load weights, distance, consumption, and oil and fuel requirements • Solving problems - Specialised machinery and equipment breakdown, faults or malfunctions will need to be arranged for repair or replacement to meet work plan requirements • Using technology - To access, communicate, measure and record information with regard to maintenance, usage and performance of specialised machinery and equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3311A	PERFORM SPECIALISED MACHINERY MAINTENANCE
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of maintaining specialised machinery and equipment. Specialised machinery and equipment refers to machinery and equipment used principally in agriculture, horticulture, and conservation and land management work where there is high wear and tear on components. It requires the ability to carry out engine and equipment checks, undertake transmission checks, maintain high wear components and attachments, and record maintenance work. Performing specialised machinery maintenance requires knowledge of general machine function principles and maintenance, and operational replacement wear component requirements and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Carry out engine/equipment checks	1.1 Timed and regular engine equipment checks are carried out on specialised machinery and equipment as specified in operator's manual 1.2 All relevant grease or lubricant points are lubricated according to manufacturers' specifications 1.3 Oils and filters are changed at intervals prescribed in operator's manual 1.4 Hydraulic hoses and systems checked for deterioration and defects actioned in line with supervisor's instructions 1.5 Occupational Health and Safety hazards in the workplace are identified, risk assessed and reported according to enterprise requirements
2 Carry out transmission checks	2.1 Drive and steering clutches are checked for operation and adjustment in line with operator manual 2.2 Transmission oil levels are checked in line with operator manual 2.3 Tracks/wheels and undercarriage are checked for oil leaks and wear 2.4 Faulty seals or leaks are identified and corrective actions taken according to operator's instructions 2.5 Machine is regularly cleaned as an integral part of maintenance checks
3 Maintain components and attachments	3.1 Suitable personal protective equipment is selected, used, maintained and stored according to Occupational Health and Safety requirements 3.2 Machine operational replacement wear components are checked for wear and condition 3.3 Worn or unserviceable replacement components are replaced as part of daily routines 3.4 Component inspection and replacement activities are completed safely following enterprise and industry guidelines 3.5 Moving operational components are checked for wear and condition and adjusted to the tolerances specified in the operator's manual where applicable 3.6 Work areas are cleaned, returned to operating condition and maintained according to enterprise and Occupational Health and Safety requirements
4 Record maintenance	4.1 Identified faults and defects are recorded in machine record 4.2 Maintenance procedures including duplicates usage are recorded in workshop record 4.3 Service or repair requirements are reported and actioned according to prescribed procedures

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
Specialised machinery and equipment	may include • heavy earthmoving equipment • skid steer loaders • self-propelled harvesters and pickers • front end loaders • irrigation equipments • scissor lifts, forklifts, land levellers, feed mixers • milking machinery and equipment • specialised turf equipment • specialised nursery equipment • livestock feeding systems • watering systems • filtering and pumping equipment • poultry performance monitoring equipment • cultivation equipment • fertilising application and grain handling equipment
Workplace maintenance hazards	may include • exposure to loud noise and fumes • solar radiation • dust and hazardous substances • oil and grease spills • electricity • mechanical malfunctions and entanglement with machinery and equipment from exposed moving parts including hydraulics
Personal Protective Equipment	may include • boots • hat/hard hat • overalls • gloves • protective eyewear • safety harness • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen

Occupational Health and Safety requirements	may include procedures for • operating and maintaining machinery and equipment including hydraulics and guarding of exposed moving parts • hazard and risk control • manual handling including lifting and carrying • the provision of safety decals and signage • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • lock out or danger tag procedures • protection of people in the workplace • the appropriate use, maintenance and storage of personal protective clothing and equipment
Regular maintenance checks	may include • gauges, fan, engine oil, air cleaners, eg, wet and dry • visible gaskets • exhaust colour, tyres • tracks • track roller and carriers • fuel and oil filters • crankcase ventilation • cooling systems • belts and chains • transmission • gearbox • hydraulic hoses • hydraulic systems • final drives • oilers • batteries and electrical systems • level linkage wear • oil and fuel leaks • brakes • Rollover Protection Systems/safety guards • guards over exposed parts • sources of hazardous noise
Machinery and equipment maintenance	may include • operating checks • daily checks • programmed maintenance • breakdown maintenance • prescribed lubrication

Transmission checks	may include • clutches • gearbox • direct drive and power shaft transmission • torque converter • final drives
Tracks/wheels and undercarriage wear and tear checks	may include • sprockets • idler wheels • track roller frames • track rollers • carrier rollers • track chains • track shoes and grousers • tyre pressure and abnormal wear patterns
Engine equipment	may include • oil/coolant levels • filters • oil • air • fuel • air conditioner • fuel filters • crankcase vents • air cleaners
Machine operational replacement wear components	may include • ground engaging components • buckets • blades • cutter teeth and forks
Moving operational components	may include • elevator and loading chains • cutters/knives

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in maintaining specialised machinery and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ properly maintain specialised machinery and equipment has been according to enterprise guidelines and industry best practice ○ transfer the skills and knowledge required to maintain specialised machinery and equipment to a range of work environments and contexts, eg, this could include different machinery and equipment, operational systems, maintenance procedures and working environments
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Engine function principles ○ Turbo charging and after cooling ○ Assessing engine specifications in line with power requirements ○ All engine electric and hydraulic indicators and gauges ○ Transmission and drive systems ○ Safety including relevant Occupational Health and Safety issues, Occupational Health and Safety legislative requirements and codes of practice ○ Machinery and equipment operation principles ○ Occupational Health and Safety responsibilities of employees and employers ○ Hazard identification and control • Required skills ○ Carry out engine/equipment checks ○ Carry out transmission checks ○ Maintain machinery and equipment components ○ Record maintenance

Resource implications	- Physical resources - assessment of this competency requires access to - engine equipment - personal protective equipment - machinery and equipment - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over a Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Maintaining specialised machinery and equipment will require basic maintenance information to be gathered and organised accordingly • Communicating ideas and information - By discussing verbally specialised machinery and equipment maintenance with supervisors • Planning and organising activities - Maintaining specialised machinery and equipment requires limited planning and organising • Working with teams and others - Maintaining specialised machinery and equipment may require participation with others in a maintenance team • Using mathematical ideas and techniques - Associated with machinery and equipment servicing and maintenance can be applied • Solving problems - While maintaining specialised machinery and equipment, technical problems may arise requiring simple solutions • Using technology - May be required to maintain specialised machinery and equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3401A	CONTROL WEEDS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of controlling weeds, taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as weed recognition, biology and control, and the lifecycles of weed predators and hosts.

ELEMENT	PERFORMANCE CRITERIA
1 Assess weed infestation	1.1 Scope and size of the infestation is assessed 1.2 Weeds and beneficial organisms are identified and reported or recorded in field notes 1.3 Levels of weed infestations tolerated by the client, market or environment are identified from the Integrated Pest Management (IPM) strategy 1.4 Infestation levels, about which plant health or growth objectives are compromised are identified 1.5 Professional advice is obtained as required according to enterprise guidelines
2 Plan the implementation of control measures	2.1 Control measures suitable for the infestation are selected from Integrated Pest Management strategy 2.2 Tools, equipment and machinery are selected from Integrated Pest Management strategy 2.3 Occupational Health and Safety hazards are identified, risks assessed, controls implemented and reported to the supervisor 2.4 Suitable safety equipment and Personal Protective Equipment (PPE) are selected, used, maintained and stored 2.5 Control measures selected need to be in full consideration of environmental implications
3 Implement control measures	3.1 Enterprise work team, contractors and Integrated Pest Management product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor 3.2 Control measures are implemented according to the Integrated Pest Management standards or industry Code of Practice 3.3 Implementation of Integrated Pest Management activities is undertaken according to Occupational Health and Safety requirements 3.4 A clean and safe work area is maintained throughout and on completion of each work activity 3.5 Records are maintained as required by legislation and enterprise guidelines
4 Monitor control methods	4.1 Control methods are monitored to identify side effects to other plants, animals or external environment 4.2 Effectiveness of control methods are assessed in reference to specified industry and enterprise standards 4.3 Adjustments to Integrated Pest Management control methods are implemented where necessary to meet enterprise specifications

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
Weeds	may include those which • present a potential risk for the enterprise, industry or environment • are notifiable to authorities • are part of a local, regional, State or national strategy
Beneficial organisms	may include • volunteer or cultivated plants that out-compete the weed, insects and other non-vertebrates, and micro-organisms that attack the weed
Control measures	employed as part of an Integrated Pest Management program may include • targeted chemical application • the application of non-chemical controls including ○ organically or naturally ingredient based sprays ○ controlled release of predatory organisms • the application of cultural control methods including removal and disposal of weeds
Tools, equipment and machinery	required may include • standard horticultural tools such as ○ gardening implements ○ mechanised and manually operated spray applicators and cultivators ○ tractor and trailed equipment may be required • monitoring equipment for the implementation of an Integrated Pest Management program may include ○ insect traps ○ soil ○ fertiliser and plant tissue test kits ○ sampling equipment
Occupational Health and Safety hazards	may include • chemicals and hazardous substances • manual handling • operating machinery tools and equipment • noise • dust • solar radiation • falls and tripping

Personal Protective Equipment	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • hearing protection • sunscreen lotion
Environmental implications	associated with controlling weeds may include • beneficial environmental impacts ○ where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment ○ beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation and reduced weed numbers • detrimental environmental impacts may arise where ○ Integrated Pest Management activities produce excess noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques
Integrated Pest Management Standards	may include • those established by registered industry associations • clients or markets of the enterprise • land management agencies or quality assurance program
Occupational Health and Safety requirements	may include • identifying hazards, assessing risks and implementing controls • cleaning, maintaining and storing tools, equipment and machinery • appropriate use, maintenance and storage of Personal Protective Equipment including ○ sun protection ○ safe operation of tools ○ equipment and machinery • safe handling • use and storage of chemicals • organically based materials and hazardous substances • correct manual handling • basic first aid • safety procedures for protection of others • personal hygiene • reporting problems to supervisors

Clean and safe work area	may include tasks • disabling unused tools, equipment and machinery and storing neatly out of the way of Integrated Pest Management activities • correct storage of personal protective equipment • safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area
Records applied to controlling weeds	may include • types of weeds and beneficial organisms present • numbers of weeds and beneficial organisms present • treatments applied • date of application • application rates • success of treatment • economic thresholds
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in controlling weeds • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment • In particular, assessment must confirm the ability to ○ observe the successfully planning, implementation and monitoring of weed control measures, according to enterprise guidelines and industry best practice ○ transfer the skills and knowledge required to control weeds to a different work environment, eg, this could include different weed species, enterprise situations and control methods
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Weed recognition ○ Economic, aesthetic or environmental thresholds for a range of weeds ○ Chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an Integrated Pest Management program ○ Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures ○ Range of site monitoring and analysis techniques that may be used to implement and Integrated Pest Management program ○ Association of Integrated Pest Management methods with site limitations, environmental implications, end market and horticultural objectives for the site ○ Occupational Health and Safety issues and legislative requirements associated with hazardous substances, regulations and Codes of Practice ○ Occupational Health and Safety responsibilities of employers and employees ○ Correct wearing/fit of personal protective equipment • Required skills ○ Recognise a range of weeds and beneficial organisms within a particular enterprise ○ Communicate with work team members, supervisors, contractors and consultants ○ Utilise proforma reporting, analysis and work procedure documents ○ Understand Integrated Pest Management symbols and information ○ Interpret and apply Integrated Pest Management program spatial and logistical specifications

	○ Correct fitting, cleaning and storage of personal protective equipment ○ Interpret and apply test results and calculate the quantities and application rates of control materials ○ Coordinate work group, contractors and own activities to sequentially and effectively complete Integrated Pest Management activities in a timely and cost effective manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ tools, equipment and machinery ○ personal protective equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competency in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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	3	2	2	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and Integrated Pest Management program should be consulted, interpreted and applied to coordinate weed control activities with further clarification sought from the supervisor, contractors or consultants where necessary • Communicating ideas and information - Written, oral and telecommunications of ideas and information relating to Integrated Pest Management implementation, activities and problems encountered will be required with the supervisor, work group, contractors or consultants • Planning and organising activities - For the work group, contractors and self will be planned prior to and adjusted during implementation of the Integrated Pest Management program • Working with teams and others - Implementation of the Integrated Pest Management program will involve facilitating and leading members of a team to complete Integrated Pest Management activities, and meet Integrated Pest Management standards and specifications on time and budget • Using mathematical ideas and techniques - Will be required to implement the spatial and logistical and quantitative requirements of the Integrated Pest Management program • Solving problems - Site contingencies, personnel difficulties and control and timeline failure may require problem-solving techniques • Using technology - To access and apply Integrated Pest Management specifications to work activities, undertake Integrated Pest Management activities, communicate and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3404A	CONTROL PLANT PESTS, DISEASES AND DISORDERS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of controlling plant pests, diseases and disorders taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as pests and disease recognition, lifecycles, biology and control, and predators and hosts.

ELEMENT	PERFORMANCE CRITERIA
1 Assess pests and disease infestation	1.1 Scope and size of the infestation is assessed 1.2 Plants pests, diseases and disorders and beneficial organisms are identified and reported or recorded in field notes 1.3 Levels of pest infestations tolerated by the client, market or environment are identified from the Integrated Pest Management (IPM) strategy
2 Plan the implementation of control measures	2.1 Control measures suitable for the infestation are selected from Integrated Pest Management strategy 2.2 Tools, equipment and machinery are selected for each work activity according to enterprise work procedures 2.3 Occupational Health and Safety hazards are identified, risks assessed, controls implemented and reported to the supervisor 2.4 Suitable safety equipment and personal protective equipment (PPE) are selected, used, maintained and stored 2.5 Control measures selected need to be in full consideration of Occupational Health and Safety and environmental implications
3 Implement control measures	3.1 Enterprise work team, contractors and Integrated Pest Management product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor 3.2 Control measures are implemented according to the Integrated Pest Management standards or industry Code of Practice 3.3 Implementation of Integrated Pest Management activities is undertaken according to Occupational Health and Safety requirements 3.4 A clean and safe work area is maintained throughout and on completion of each activity 3.5 Records are maintained as required by legislation and enterprise guidelines
4 Monitor control methods	4.1 Control methods are monitored to identify side effects to other plants, animals or external environment 4.2 Effectiveness of control methods are assessed in reference to specified industry, Occupational Health and Safety and enterprise standards 4.3 Adjustments to Integrated Pest Management control methods are implemented where necessary to meet enterprise specifications

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
Plant pests, disease and disorders	which • present a potential risk for the enterprise, industry or environment • are notifiable to authorities • are part of a local, regional, state or national strategy
Beneficial organisms	may include • volunteer or cultivated plants, insects, spiders and microorganisms that out-compete • parasitise or predate on the pests and disease relevant to the Integrated Pest Management program
Control measures	employed as part of and Integrated Pest Management program may include • targeted chemical application • the application of non-chemical controls including organically or naturally ingredient based sprays • controlled release of predatory organisms • the application of cultural control methods including removal and disposal of plant pests, diseases and disorders
Tools, equipment and machinery	which may be required may include • standard tools, such as ○ gardening implements ○ mechanised and manually operated spray applicators and cultivators ○ tractors and trailed equipment may be required • monitoring equipment for the implementation of an Integrated Pest Management program may include ○ insect traps ○ soil ○ fertiliser and plant tissue test kits ○ sampling equipment
Occupational health and safety hazards	may include • chemicals and hazardous substances • manual handling • falling branches • overhead powerlines • operating machinery tools and equipment • noise • dust

	• solar radiation
Personal protective equipment	may include • hat • boots • overall • gloves • goggles • respirator or face mask • hearing protection • sunscreen lotion
Environmental implications	associated with controlling plant pests, diseases and disorders may include • beneficial environmental impacts ○ where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment ○ beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation, and reduced pest numbers • detrimental environmental impacts ○ may arise where Integrated Pest Management activities produce excess noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques
IPM standards	may include • those established by registered industry associations, clients or markets of the enterprise, land management agencies or quality assurance program
Occupational Health and Safety requirements	may include • identifying hazards • assessing risks and implementing controls • cleaning, maintaining and storing tools, equipment and machinery • appropriate use, maintenance and storage of Personal Protective Equipment including ○ sun protection ○ safe operation of tools, equipment and machinery ○ safe handling ○ basic first aid ○ personal hygiene ○ reporting problems to supervisors and safety procedures for the protection of others

Maintaining clean and safe work areas	may include tasks • disabling unused tools, equipment and machinery and storing neatly out of the way of Integrated Pest Management activities • safely storing neatly out of the way of Integrated Pest Management activities • safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area
Records	for controlling plant pests, diseases and disorders may include • types of plant pests, diseases and disorders and beneficial organisms present, • numbers of pests and beneficial organisms present • treatments applied • date of application • application rates • success of treatments • economic thresholds • accident and dangerous occurrence records
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in implementing and integrated pest management (IPM) program • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare for Integrated Pest Management activities ○ coordinate work activities ○ monitor and apply control methods to pests or diseases within the parameters of Integrated Pest Management standards and specifications ○ transfer the skills and knowledge required to control plant pests, diseases and disorders to a different work environment, eg, this could include different plant pests, diseases and disorders, enterprise situations and control methods
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Pests and disease recognition ○ Economic, aesthetic or environmental thresholds for a range of plant pests, diseases and disorders ○ Chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an Integrated Pest Management program ○ Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures ○ Range of site monitoring and analysis techniques that may be used to implement and Integrated Pest Management program ○ Association of Integrated Pest Management methods with site limitations, environmental implications, end market and production or environmental objectives for the site ○ Occupational Health and Safety responsibilities for employees and employers ○ Occupational Health and Safety procedures ○ Occupational Health and Safety legislative requirements including hazardous substances regulations and Codes of Practices ○ Correct wearing/fit of personal protective equipment • Required skills ○ Recognise a range of pests, diseases and beneficial organisms within a particular enterprise ○ Communicate with work team members, supervisors, contractors and consultants ○ Interpret and apply the Integrated Pest Management Program

	○ Utilise proforma reporting, analysis and work procedure documents ○ Understand Integrated Pest Management symbols and information ○ Interpret and apply Integrated Pest Management program spatial and logistical specifications ○ Interpret and apply test results, and calculate the quantities and application rates of control materials ○ Coordinate work groups, contractors and own activities to sequentially and effectively complete Integrated Pest Management activities in a timely and cost effective manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ tools, equipment and machinery ○ personal protective equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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	3	2	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and Integrated Pest Management program should be consulted, interpreted and applied to coordinate plant pest, disease and disorder control activities with further clarification sought from the supervisor, contractors or consultants where necessary • Communicating ideas and information - Written, oral and telecommunication of ideas and information relating to Integrated Pest Management implementation, activities and problem encountered will be required with the supervisor, work group, contractors or consultants • Planning and organising activities - Work activities for the work group, contractors and self will be planned prior to and adjusted during implementation of the Integrated Pest Management program • Working with teams and others - Implementation of the Integrated Pest Management program will involve facilitating and leading members of a team to complete Integrated Pest Management activities, and meet Integrated Pest Management standards and specifications on time and budget • Using mathematical ideas and techniques - Will be required to implement the spatial and logistical and quantitative requirements of the Integrated Pest Management program • Solving problems - Site contingencies, personnel difficulties, control and timeline failures and identifying, assessing and controlling hazards may require problem solving techniques • Using technology - Technological understanding will be required to access and apply Integrated Pest Management specifications to work activities, undertake Integrated Pest Management activities, communicate and take records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3704A	PREPARE AND APPLY CHEMICALS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of preparing and applying chemicals for the control of weeds, pests and diseases. It requires knowledge of the chemicals related to the workplace, the hazards and risks involved in their use, and the specific safety procedures prescribed for working unsupervised within organisational guidelines. It requires the ability to handle and apply chemicals ensuring minimum risk to self, others and environment and accurately record their use.

ELEMENT	PERFORMANCE CRITERIA
1 Determine the need for chemical use	1.1 Nature and level of the pest, weed infestation or disease as identified 1.2 Need for action is assessed 1.3 Assess the requirement for chemical use as an option within an integrated pest management strategy 1.4 Hazard and risk analysis of different chemical options is undertaken 1.5 Requirement for chemical application including coverage by appropriate insurance is identified and confirmed
2 Prepare appropriate chemical	2.1 Chemical label and Material Safety Data Sheets (MSDS) are read and understood 2.2 Labels are checked to ensure chemicals meet user requirements and specifications 2.3 Chemicals are prepared from those registered for the intended purpose, and to suit the organisation's chemical use strategy 2.4 Legislation and regulations concerning chemical use are identified and followed 2.5 Occupational Health and Safety (OHS) hazards and risks and risk control requirements associated with use of the chemicals are identified
3 Prepare to use chemicals according to the label and MSDS	3.1 Personal protective equipment is selected and checked for use according to the product label and Material Safety Data Sheets 3.2 Requirements for pre and post-operative checks on equipment are followed 3.3 Damage, wear or malfunctions of any equipment is identified and reported or repaired 3.4 Requirements for the selection, preparation and adjustment of application equipment and tools for the appropriate chemicals are followed 3.5 Mixing rates are defined and calculated 3.6 Directions, standards and legislative requirements for mixing chemicals are followed
4 Apply chemicals	4.1 Meteorological conditions and forecasts are assessed prior to and during application 4.2 Hazards of particular chemicals are identified 4.3 Risks to others and the environment are assessed and controlled 4.4 Application equipment calibration procedures are followed 4.5 Procedures and precautions for the use of the chemicals are interpreted from labels and accreditation requirements 4.6 Requirements for chemical handling and application are determined from directions, standards and legislative requirements 4.7 Chemicals are applied safely and effectively according to directions 4.8 Chemical spills or accident procedures are followed 4.9 First aid equipment is made available on site

5 Clean up following chemical application	5.1 <i>Tools or equipment</i> required to clean up chemicals are selected 5.2 Requirements for cleaning equipment and sites are defined and followed according to directions and standards 5.3 Requirements for disposing of unused chemicals, empty containers or spilled material are defined from directions and standards 5.4 Procedures for reporting chemical spills are followed
6 Record application details	6.1 Application of chemicals is recorded according to organisational procedures 6.2 Details of the specific chemical concerned are recorded correctly in the chemical inventory according to regulations 6.3 Inventory of personal protective equipment and application equipment is recorded 6.4 Procedures and requirements for reporting application details to senior management or client are followed 6.5 Records of injury or poisoning associated with application of chemical are made and provided to the <i>appropriate person</i>

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
Chemicals	may include • insecticides • fungicides • herbicides • bactericides • algaecides • bio-agents • nematocides • rodenticides • antimicrobial agents • anthelmintics • hormone growth promotants or a range of veterinary chemicals used to treat animals for disease
Legislation and regulations	may include • Pesticides Acts, Occupational Health and Safety Acts and associated Hazardous Substances Regulations / Codes of Practice, Dangerous Goods Acts • Poisons Act or Protection of the Environment Acts
Occupational Health and Safety risks	may include • exposure of the operators and others in the workplace to the absorption of chemicals through the skin and by inhalation and ingestion • risk include ○ acute poisoning ○ chronic or long-term health effects ○ lack of appropriate insurance coverage
Occupational Health and Safety risk control requirements	may include • safe application techniques • use and maintenance of personal protective equipment • safe wash down procedures • safe procedures for container rinsing and management

Personal Protective Equipment	may include • boots • overalls • chemical resistant gloves • aprons • face shields • respirators or hats
Pre and post operational checks	may be made to • weather conditions, eg, wind • nozzles • hoses • regulators/gauges • respirator cartridges • drench and protective clothing and equipment
Application equipment	may include • knapsacks or hand held pneumatic sprayers • drench guns • spot on applicators • Controlled Droplet Application (CDA) and air assisted units • self-propelled sprayers • controllers or power operated equipment like boomsprays • pressure wands • jetting race • shower/plunge dips • hand jetting or air blast sprayer
Directions and standards	may include • the instructions on the chemicals label • in an operator's manual • on a Material Safety Data Sheets • in an industry standard • from Codes of Practice and advisory material explaining legislation relevant to chemical use
Hazards	will be listed on • labels and the Material Safety Data Sheets for the chemical concerned and may include flammability • toxicity, health standards • damage to non-target organisms • uneven surfaces • trip points • solar radiation • manual handling • faulty equipment • environmental damage or residues in foods

Risks	that may be assessed • include spillage • contact of chemical with skin or eyes • accidental ingestion • incorrect concentrations in mixtures • faulty or inappropriate storage containers • incorrectly calibrated equipment • spray drift • contamination of waterways • incorrect disposal of unused chemicals or faulty equipment
Meteorological conditions	that may be assessed will include • rain • wind • temperature • relative humidity • inversion or stable air conditions
Tools and equipment	include • washing soda • chlorine • containers for disposal of chemicals • non-flammable absorbent materials and shovels • booms • sausages and sandbags
Organisational procedures for recording	may include • written journal or computer records
Appropriate persons for receiving accident and spill reports	include • relevant authorities • supervisor • manager • business owner or colleague

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in preparing and applying chemicals • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ work unsupervised to prepare and correct chemical for the problems ○ apply the chemical according to safe work practice and legislation and ensure minimal effects on the environment and others ○ transfer the skills and knowledge required to prepare and apply chemicals to a different work environment, eg, this could include different chemicals, application methods and workplaces
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Chemical free options for pest control ○ Occupational Health and Safety issues, legislative requirements and Codes of Practice relevant to chemical use and hazardous substances ○ Use, maintenance and storage of equipment to prepare and apply chemicals ○ Use, maintenance and storage of personal protective equipment, including how, when and why it should be used ○ Licensing requirements and relevant State authorities ○ Modes of chemical absorption and paths of entry associated with risks to bystanders/public and applicators ○ Environmental effects of chemicals ○ Drift management ○ Calibration and adjustments ○ Integrated Pest Management and Integrated Resistance Management principles ○ Cost effective use of chemicals ○ Hazard identification, assessment and control, and emergency response ○ Correct wearing/fit of personal protective equipment • Required skills ○ Communicate orally and in writing ○ Read and interpret labels ○ Measure quantities, application rates and calibrate equipment ○ Report on and record activities ○ Use safe and environmentally responsible work practices

Resource implications	- Physical resources - assessment of this competency requires access to - application equipment - tools and equipment - personal protective equipment - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require - human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> - where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body; this may include - accreditation with that issuing body - maintenance of current competency in this and the following standards - RTC3705A - Transport, handle and store chemicals - RTC4702A - Minimise risks in the use of chemicals - RTC4703A - Plan and implement a chemical use program - involvement in professional development programs comprising technical and legislative updates on an annual basis
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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

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	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - In labels, directions, standards and accreditation conditions (in the case of prescribed chemicals), need to be interpreted and analysed • Communicating ideas and information - Reporting and recording information about chemical application • Planning and organising activities - Planning the application of chemicals in conjunction with other workplace activities • Working with teams and others - A chemical strategy may be implemented in a team through health and safety meetings • Using mathematical ideas and techniques - Calibration of equipment, mixing chemicals and calculations • Solving problems - Matching the correct chemical to the problem and ensuring that all accreditation conditions are met • Using technology - Recording information may require the use of appropriate technology Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC3705A	TRANSPORT, HANDLE AND STORE CHEMICALS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of transporting, handling and storing chemicals safely without supervision. It requires minimising risks, including avoiding spills and accidents, and following procedures, safety and environmental regulations, and Occupational Health and Safety (OHS) requirements to protect the health and safety of everyone in the workplace when handling chemicals. It requires knowledge of the chemicals used in a particular environment and the hazards involved in their handling and storage.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals

ELEMENT	PERFORMANCE CRITERIA
1 Transport and handle chemicals and biological agents	1.1 Transport methods according to label and Material Safety Data Sheets (MSDS) are identified and confirmed to safely transport the chemical 1.2 Risks involved in transport and handling are identified and minimised 1.3 Personal Protective Equipment (PPE) is used to transport and handle chemicals where required 1.4 Requirements for safe working procedures and legislation are recognised and followed during transport 1.5 Procedures and risk control measures are in place and followed in the event of a spill or accident 1.6 Reports of injury or poisoning associated with transport of chemicals are made to the manager
2 Store chemicals in the workplace	2.1 Storage method selected is appropriate for the chemical concerned 2.2 Occupational Health and Safety hazards in the storage area are identified and risks controlled 2.3 Storage method selected is appropriate to prevent contact with people or animals, and contamination of produce or the environment 2.4 Requirements to maintain storage area in accordance with directions and standards related to chemicals are defined 2.5 Safe working procedures for the storage of chemicals are defined
3 Record storage details	3.1 Chemical store inventory is maintained 3.2 Requirements to maintain storage area in accordance with Occupational Health and Safety and enterprise requirements 3.3 Records of injury or poisoning associated with transport and storage of chemicals are made and provided to the manager

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
Chemicals	may include • insecticides • fungicides • herbicides • bactericides • algaecides • biological • nematocides • rodenticides • antimicrobial agents • antelintics • hormone growth promotants • molluscicides and avicides • a range of veterinary chemicals used to treat animals for disease
Risks	which that need to be minimised may include • serious potential affects on worker's health during transport due to spillage or accident, poisoning • affects on public health through possible cross-contamination of produce • damage to the environment and the general public in the event of spillage or leakage during transport • lack of appropriate insurance coverage • chemicals flowing into drains, water sources or produce growing areas
Hazards and risks	may occur during transport of chemicals and may include • contact with chemicals through the skin, inhalation or ingestion may cause acute poisoning, or chronic or long-term health effects ◦ these may occur through direct contact with a spilled chemical, or through contamination of food • Material Safety Data sheets (MSDS) provide health information • other hazards and risks include fire and explosion
Personal Protective Equipment	may include • boots • overalls • chemical resistant gloves • aprons • face shields • respirators or hats

Hazards	will be listed on - labels and the MSDS for the chemical concerned and may include - flammability - toxicity - health hazards - damage to non-target organisms - environmental damage or residues in foods
Storage methods	may include on site or off site approved drums, bottles or containers
Equipment found in storage areas	may include - specific dispensing and preparation equipment - recording of processes and use - associated safety equipment such as eyewash and emergency showers
Directions and standards	may include - directions on a label, in an operator's manual - on a Material Safety Data Sheets - in an industry standard, or from Codes of Practice - advisory material outlying legislation relevant to chemical use - regulations to be followed may include segregation, wash down areas and sumps
Safe working procedures	may include - following manufacturers instructions - separating chemicals from passengers - observing loading instructions - ensuring liquids are top side up - ensuring chemicals are correctly labelled - ensuring no cross-contamination - safe driving and vehicle operation - ensuring load is not stacked too high - ensuring the chemicals are protected from the weather - ensuring the load is secure
Legislation	may include - Pesticides Acts - Occupational Health and Safety Acts and associated Hazardous Substances Regulations / Codes of Practice - Dangerous Goods Acts - Poisons Schedule or Protection of the Environment Acts

Procedures	may include • directions on labels • Material Safety Data Sheets • Occupational Health and Safety and environmental regulations or operator's manuals • may cover ○ cleaning the site ○ monitoring and protecting the environment where possible ○ securing the area and notifying authorities
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in transporting, handling and storing chemicals safely without supervision • Assessment of performance should be over a period of time covering all categories from all the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ safely and securely transport ○ handle and store chemicals in the workplace without harming people, foodstuffs or the environment ○ transfer the skills and knowledge required to transport and store chemicals to other workplaces, eg, This could include different transport methods, storage structures and workplaces
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Australian Standards Association (ASA) levels and standards ○ Risks to the environment ○ Different methods of transport ○ Occupational Health and Safety risks management principles as they apply to hazardous substances ○ Hazards and risks involved in the transport of the specific chemical concerned and related control measures ○ Relevant Occupational Health and Safety legislative requirements and Codes of Practice with regard to hazardous substances and the use of chemicals ○ Correct wearing/fit of personal protective equipment • Required skills ○ Accurate read and interpret instructions for transporting and handling chemicals ○ Accurately read and interpret instructions for action to be taken to control and minimise the effects of a spillage of chemicals ○ Communicate with others regarding transport and storage processes

Resource implications	• Physical resources - assessment of this competency requires access to ○ personal protective equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> ○ where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include ▪ accreditation with that issuing body ▪ maintenance of current competency in this and the following standards ▪ RTC3704A - Prepare and apply chemicals ▪ RTC4702A - Minimise risks in the use of chemicals ▪ RTC4703A - Plan and implement a chemical use program ▪ involvement in professional development programs comprising technical and legislative updates on an annual basis
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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

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	3	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - About hazards and risks associated with transporting chemicals will be collected and analysed • Communicating ideas and information - About the transport arrangements for chemicals will need to be communicated to relevant authorities, supervisor and colleagues • Planning and organising activities - Transport and storage will need to occur without harming or interrupting other workplace activities • Working with teams and others - Ensuring others are aware of transport of chemicals, and the hazards and control measures • Using mathematical ideas and techniques - Amounts of chemicals that can be safely transported in one load and how they can be stored • Solving problems - Difficulties with transport vehicles or the storage area may require problem solving • Using technology - The use of the storage manifest may require use of appropriate technology Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC4024A	RECOMMEND PLANTS AND CULTURAL PRACTICES
HRT	Horticulture

DESCRIPTION: This competency standard cover the process of providing recommendations on plants and their cultural requirements for specific situations and uses. Recommending plants is likely to be undertaken without supervision. Responsibility for and organisation of the work of others involved in providing information on plants may be required. Recommending plants requires knowledge of principles and practices of plant establishment and maintenance, plant nomenclature, botanical features of plants, plant physiology, soil characteristics, customer service and communication skills.

ELEMENT	PERFORMANCE CRITERIA
1 Identify client preferences and requirements	1.1 Contact is initiated with the client when appropriate and according to enterprise customer service policy 1.2 The purpose of the planting and cultural and environmental factors of the intended planting site are clarified and defined by gathering all relevant information from the client according to enterprise customer service policy 1.3 Botanical and common names are used to describe plants according to client preferences and requirements 1.4 The client is informed of the enterprises policy on the provision of advice and customer service under law
2 Select plants to suit specific situations	2.1 Plants and their growth and performance characteristics that suit the specific situation are identified according to research and experiential awareness and enterprise guidelines 2.2 Available plants are compared, assessed and evaluated according to sound problem-solving techniques and enterprise guidelines 2.3 The best choice is determined, based on reasoned argument, appropriate evidence, sound principles , enterprise customer service policy and industry standards
3 Advise on plants for specific situations	3.1 The recommended plants for specific situations and uses, their growth and performance characteristics and particular planting, cultural and maintenance requirements are clearly explained to the client according to enterprise customer service policy 3.2 The original supplier of the plant is referred to where necessary 3.3 Client requests for clarification or expansion are responded to by the use of attentive listening and questioning techniques according to enterprise customer service policy 3.4 Purchase options and availability of recommended plants are outlined according to enterprise customer service policy and industry standards 3.5 Recommendations are recorded and reports are made to the manager according to enterprise customer service policy

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
Clients	may include • retail customers • commercial clients • staff members • community groups • industry counterparts
Cultural factors	may include • the growth stage at which the plant is purchased • growth media and plant monitoring • weed, pest and disease control • irrigation and scheduling • drainage • application of nutrients • growth media management • canopy management
Principles	will vary according to the environment and situation and may include • horticultural principles • botanical principles • conservation principles • land management principles

Environmental factors	may include • controlled environments • a field, nursery, indoor or aquatic growth environment • humidity • aspect • mean temperatures • artificial light • season • day length • water availability • quality and form delivery to plants, eg, sprinklers, spray jets, drip • growth media, eg, field soil, container soil, artificial soil or hydroponic media • growth media type, quality and specific features or limitations ○ rock ○ clay ○ loam ○ sandy types soils ○ acidity or salinity ○ indoor container volume and drainage aspects
Botanical names	may include • family • sub-family • genus • species • cultivar of recommended plants
Common names	common names • may vary nationally and internationally • should be provided in the context of the area in which the plant is grown or originates and in the company of the botanical name of the plant identical common names may refer to • different plants, nationally and internationally
Plants	may include • trees • shrubs • groundcovers • turf • herbaceous • indoor • bedding • lilies • grasses • aquatic species • cultivars

Growth and performance characteristics	may include • rate of growth • growth habit • form • lifespan • reproduction • seasonal and growth stage influences on flowering, cropping, foliage and presentation • susceptibility to weeds, pests and diseases • form flexibility • pruning requirements or advantages • responsiveness to cultural, environmental and climatic conditions
Researched and experiential awareness	knowledge of plants and their growth and performance characteristics may be increased through consultation with • team members • the manager • own knowledge • specific literature • supplier specifications • catalogues • local historical performance data • industry best practice guidelines resources may include • enterprise or public library • business and research organisation websites • industry consultants • community groups • suppliers and contractors • enterprise manager and team colleague experience • experts in the local area or industry sector
Cultural and maintenance requirements	may include establishment or after-care requirements for • pruning • staking • irrigation • drainage • weed • pest and disease control • nutrition • shade • shelter • soil treatments

Purchase options and availability	may include • options in plant stage of growth • presentation of plants • unit quantities in which plants are available and subsequent pricing, deliver times and methods of payment where plants are not available from the enterprise, arrangement and pricing schedules may be in place to obtain the plants through an alternative enterprise
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in providing recommendations on plants and their cultural requirements for specific situations and uses • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ accurately identify the specific situation for which plants are required ○ identify and select plants that will meet identified needs ○ use confident and advanced communication skills to recommend the plants in a manner that is readily understood by the client ○ transfer the skills and knowledge required to recommend plants to a different work environment, eg, This could include different clients and requirements, regions, plant types and reasons for planting
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Principles and practices for the establishment and maintenance of plants recommended by the enterprise ○ Nomenclature to plant family, genus, species and cultivar for the range of plants recommended by the enterprise ○ Botanical features of plant species and/or cultivars relevant to the industry region ○ Practical understanding of the physiology of the range of plants supplied and recommended by the enterprise and their comparative growth and performance characteristics in response to different cultural and environmental factors ○ Soil characteristics, particularly in relation to the geographical and climatic region from which clients generally originate ○ Responsibilities and liabilities in respect to the provision of recommendations and customer service under the Trade Practice laws ○ Enterprise customer service policy and procedures ○ Problem-solving techniques ○ Innovation and recent practices in plant selection, use and performance relevant to the region ○ Customer service and communication skills • Required skills ○ Communicate and negotiate orally and in writing with the client, staff, managers, suppliers and consultants

	○ Conduct literature and industry research, collate and analyse findings on plant species and cultivars, their characteristics and requirements ○ Record all relevant information according to enterprise and industry standards ○ Comply with legislative requirements ○ Explain to the client Occupational Health and Safety requirements or basic safety precautions relevant to the establishment and on-going maintenance of plants ○ Comply with Occupational Health and Safety requirements of the workplace ○ Calculate plant costs, supply volumes and rates of planting
Resource implications	• Physical resources - this unit of competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
3	3	3	3	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information about plants will need to be researched. Information addressing the specific preferences and requirements of the client should be interpreted and applied in the light of research to structured recommendations • Communicating ideas and information - Information about recommendations should be communicated with the client and manager orally and in writing. There is likely to be negotiation with the client to achieve outcomes that satisfy client preferences and requirements and enterprise policy • Planning and organising activities - Customer service, identification of preferences and requirements, information research and recommendations should proceed in an orderly and efficient manner, timely and appropriate information needs to be available for decision-making, the recommendation should meet client needs and offer alternatives where necessary • Working with teams and others - Recommending plants to clients may require coordination and consultation with team members to deliver effective and accurate recommendations to the client's satisfaction • Using mathematical ideas and techniques - Mathematical application will be required to calculate area, quantities, plant unit costs and recommended planting areas • Solving problems - Problem-solving techniques will be required to satisfy the client's preferences and requirements. Inadequate knowledge in an area of client query and unavailability of plants within the specific enterprise to meet client need will also require problem-solving techniques • Using technology - Technology will be required to record, store and communicate ideas and information, it will be used to research, collate and analyse relevant information to produce recommendations Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC4306A	SUPERVISE MAINTENANCE OF MACHINERY AND EQUIPMENT
HRT	Horticulture

DESCRIPTION: This competency standard covers the functions involved in supervising the maintenance of property, machinery and equipment. It requires the application of skills and knowledge to develop and implement a maintenance plan which is cost efficient, and causes minimal disruption to enterprise operations. It involves determining and scheduling staff and resources and maintaining relevant legislative requirements, safe workplace and positive environmental practices. The work functions in this standard are likely to be carried out independently within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare maintenance plan	1.1 Maintenance requirements for property, machinery and equipment are identified from relevant information sources 1.2 Maintenance costs are identified and quantified 1.3 Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions 1.4 Maintenance plan is developed to promote and sustain performance and production systems in line with enterprise requirements 1.5 Effective workplace communication strategies are established with regard to maintenance plan, environmental and Occupational Health and Safety policies, and enterprise requirements
2 Implement maintenance plan	2.1 Resource and supply requirements are identified, secured and included in enterprise budgets and operational considerations 2.2 Prepared maintenance schedules and procedures are effectively communicated to staff, contractors and suppliers to minimise negative impacts on production and costs 2.3 Maintenance plan is implemented and scheduled to minimise disruption to enterprise operations 2.4 Potential risks are assessed with regard to staff and supply problems, and contingency plans prepared accordingly 2.5 Machinery and equipment are operated to manufacturers specifications, Occupational Health and Safety and enterprise requirements
3 Monitor maintenance plan	3.1 Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness 3.2 Workplace hazards and environmental implications associated with maintenance procedures are monitored and controlled in line with Occupational Health and Safety and enterprise requirements 3.3 Costs are monitored and controlled within enterprise budget requirements 3.4 Relevant information with regard to the maintenance plan is documented in accordance with enterprise requirements 3.5 Property, machinery and equipment are maintained in clean and safe operational conditions

Range 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
Factors necessitating the requirement for maintenance procedures	include • wear • corrosion • design problems • equipment modifications • incorrect use and accidents • acts of nature
Information sources	may include • operational diaries • staff comment and/or personal testing • observation of structures • machinery and equipment • manufacturers in-service updates • operator's manuals • property improvement groups • relevant government departments • other enterprise operators, contractors and service representatives
Maintenance plans	may include • maintenance activities and schedules • maintenance costs and budget details • staff • resource and supply requirements • staff roles and responsibilities • contingency plan for staff and supply problems • reporting requirements • environmental impact control measures

Enterprise requirements	may include • Standard Operating Procedures (SOP) • industry standards • production schedules • Material Safety Data Sheets (MSDS) • legislative and licensing requirements • work notes • product labels • manufacturers specifications • operator's manuals • enterprise policies and procedures including ○ waste disposal ○ recycling ○ re-use guidelines • Occupational Health and Safety procedures
Environmental impacts	resulting from • excessive noise and exhaust emissions • damage to native vegetation and animals • the unsafe use and disposal of maintenance debris, eg, oil containers, chemical residues • hazardous substances, eg, fuels, oils • it may also include ○ dust problems ○ soil disturbances and increased run-off flows from machinery use and unsafe cleaning and servicing activities
Occupational Health and Safety requirements	may include • systems and procedures for the safe maintenance of property, machinery and equipment including hydraulics and exposed moving parts • hazard and risk assessment of workplace and maintenance activities and control measures • safe lifting, carrying and handling techniques including ○ manual handling ○ the handling and storage of hazardous substances • the appropriate use, maintenance and storage of personal protective clothing and equipment which may include ○ overalls ○ gloves ○ eye and hearing protection ○ respirator or face mask and boots • safe systems and procedures for outdoor work including ○ protection from solar radiation ○ fall protection ○ confined space entry ○ the protection of people in the workplace ○ the appropriate workplace provision of first aid kits and fire extinguishers

Resource and supply provisions	may include • machinery, equipment and materials including welders, eg, arc, gas and MIG • lathes • bench presses • multimeters and ohm meters • inspection pits • lifting and support equipment, eg, jacks, overhead gantry, blocks • power tools, eg, grinders, drills • hand tools, eg, spanners, hammers, screw drivers • workshop storage requirements may include ○ racks for commonly used steel angle ○ rods ○ tube metal ○ wire ○ racks or boards for orderly placement of tools
Hazards	that may be encountered in the workplace may include • exposure to loud noise and fumes • solar radiation • dust • mechanical vibration, and hazardous substances, eg, fuels, oils • hazardous atmosphere • oil and grease spills • the presence of bystanders • livestock and wildlife in the workplace • adverse weather conditions • electricity • powerlines • mechanical malfunctions and other machinery including hydraulics and exposed moving parts
Relevant information	may include • maintenance performance • costs • problems • priorities • solutions • schedules and completed work

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to develop and implement a maintenance plan which is cost effective, and causes minimal disruption to enterprise operations • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ to supervise maintenance covering all components of planning, costing and scheduling ○ determine planning priorities and maintain schedules ○ overseeing costs within budgets ○ determine staff roles and supervise a maintenance team ○ apply estimations and calculations with regard to time and cost of repairs ○ replacement and servicing procedures ○ recommend alternative strategies in the event of staff or supply problems
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Types of maintenance requirements with regard to property, machinery and equipment ○ Maintenance and servicing cycles for property, machinery and equipment ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety and environmental protection requirements, and the use and control of hazardous substances ○ Hazards and risks and respective control measures ○ Training and instruction techniques for directing the learning of staff • Required skills ○ Plan, cost and schedule maintenance requirements ○ Establish and monitor performance targets for maintenance team ○ Maintain accurate record and report keeping procedures ○ Monitor and access performance of maintenance activities ○ Interpret maintenance requirements from information sources ○ Observe the emergence and supervise the removal of workplace hazards and risks ○ Document plans and write reports ○ Estimate and calculate resource requirements, machinery and servicing costing

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	2	1	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - With regard to the performance and outcomes of maintenance activities may be documented and organised by records • Communicating ideas and information - With regard to maintenance requirements and costings may be discussed with staff, contractors and suppliers • Planning and organising activities - Maintenance activities may be planned and coordinated with staff around enterprise operations • Working with teams and others - Team work may be applied in the coordination of methods and procedures to monitor and conduct maintenance activities to achieve maintenance plan • Using mathematical ideas and techniques - May be applied to estimate and calculate maintenance and repair costings within budgetary guidelines • Solving problems - Problems of staff, resources or supply may be planned for and prepared in a contingency plan to minimise disruption to work schedules • Using technology - To access information, communicate, monitor, measure and record information with regard to maintenance activities and performance Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC4702A	MINIMISE RISKS IN THE USE OF CHEMICALS
HRT	Horticulture

DESCRIPTION: This competency standard covers the processes of developing, implementing and monitoring a risk control strategy in a workplace where chemicals are being handled and used. It requires knowledge of legislation and regulations surrounding chemical use, the ability to develop and implement procedures to ensure minimum risk to users, the environment and the produce, and the ability to carry out a risk assessment.

ELEMENT	PERFORMANCE CRITERIA
1 Identify hazards involved in chemical use	1.1 External guidelines and legislation concerning chemical use are identified and sourced from relevant authorities 1.2 Hazards involved in handling and application of chemicals are identified
2 Assess risk and develop control procedures	2.1 Risks associated with chemical use are assessed 2.2 Risk control measures including Emergency action plans are developed and implemented 2.3 Industry requirements for chemicals are identified 2.4 Withholding periods are identified and observed 2.5 Control procedures for transport, storage and handling of chemicals are developed 2.6 Continuous improvement strategy is implemented to minimise risk
3 Implement and monitor procedures to ensure correct and safe use and application of chemicals	3.1 Appropriate personal protective equipment is provided for people in the workplace handling chemicals 3.2 Procedures are implemented to ensure suitable application equipment is selected and used 3.3 Restrictions on use of chemicals due to weather or unsuitable workplace activities are implemented 3.4 Procedures covering chemical application rates are implemented and monitored 3.5 Procedures for decontamination and disposal of chemicals and their containers are implemented and monitored 3.6 Adherence to risk control procedures by people in workplace is monitored
4 Record risk assessments	4.1 Record keeping system is developed as required by labels, industry, legislation and authorities
5 Evaluate risk control measures	5.1 Procedures for evaluating the effectiveness of risk control measures are developed 5.2 Shortcomings in existing risk control measures are identified and rectified

Range 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
External guidelines and legislation	may include • Quality Assurance systems or Codes of Practice • legislation may include Pesticide Acts • Occupational Health and Safety Acts regarding hazardous substances and application equipment • Dangerous Goods Act • Poisons Act or Protection of the Environment Acts
Chemicals	involved may include • insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematicides • rodenticides • antimicrobial agents • anthelmintics • fumigants • hormone growth promotants or a range of veterinary chemicals used to treat animals for disease
Hazards	will be listed on • labels and the Material Safety Data Sheets (MSDS) for the chemical concerned and may include ○ flammability ○ toxicity ○ health hazards ○ damage to non-target organisms ○ environmental damage or residues in foods
Risks	• to the environment may include ○ pollution of ground or surface waters ○ damage to habitats ○ damage to off-target organisms ○ damage to community amenity due to spray drift • risks associated with the produce include ○ chemical residue in plant produce, livestock or water • risks associated with Occupational Health and Safety include exposure to chemicals during handling and application, and public health risks • other risks include lack of appropriate insurance coverage

Emergencies	may include • spills • fire • explosion or poisoning
Withholding periods	may include • export slaughter interval or withholding period
Risk control procedures	may include • provision of adequate personal protective equipment • storage facilities that are suitable to be chemical • implementing buffer zones and other sensitive site strategies • erecting bunding • sufficient training in transporting, handling and storing chemicals
Personal protective equipment	may include • chemical resistant gloves • boots • overalls • breathing apparatus • goggles • face shields or hats
Application equipment	may include • knapsacks or hand held pneumatic sprayers • drench guns • spot on applicators • Controlled Droplet Application (CDA) and air assisted units • self-propelled sprayers • controllers or power operated equipment like ○ boomsprays ○ pressure wands ○ jetting race ○ shower/plunge dips ○ hand jetting or air blast sprayer
Procedures for evaluating	may include • analysing records to evaluate effectiveness of risk control measures

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to minimise risks associated with chemical spills, • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ transfer these skills to other work contexts ○ ensuring that damage to environment and others is minimal ○ that safety precautions and regulations are followed at all times ○ observe that the area is cleaned according to prescribed requirements
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Sources of information on chemicals, including labels, regulations, and Material Safety Data Sheets ○ Relevant industry standards, Codes of Practice, State and Territory legislation and regulations governing application, transport, handling and storage of chemicals ○ Occupational Health and Safety legislative requirements and Codes of Practice ○ Insurances required for chemical use, transport and storage ○ Correct wearing/fit of personal protective equipment • Required skills ○ Read and interpret all appropriate relevant chemical related documents ○ Communicate procedures to others ○ Manage chemical use to comply with industry standards

Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> ○ where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body ○ this may include ▪ accreditation with that issuing body ▪ maintenance of current competency in this competency standard ▪ involvement with professional development programs comprising technical and legislative updates on an annual basis
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
3	2	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - On risks involved with chemical use will be collected and analysed to develop risk control measures • Communicating ideas and information - From a range of sources concerning chemical use will be communicated to others • Planning and organising activities - To handle and use chemicals will have to incorporate workplace activities and their planning • Working with teams and others - Team work may be involved in implementing and monitoring procedures • Using mathematical ideas and techniques - Interpreting Maximum Residue Limits will involve mathematical techniques • Solving problems - Assessing comparative risks associated with a variety of chemicals will involve problem solving • Using technology - May be involved in developing and implementing procedures and monitoring outcomes Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTC4703A	PLAN AND IMPLEMENT A CHEMICAL USE PROGRAM
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of planning and implementing a program for the use of chemicals in a workplace. It involves using chemicals as well as supervising others in the use of chemicals concerned, and the ability to modify application requirements as needed. It involves decision making in regards to the risk control measures to be applied when using chemicals in different situations, monitoring safety procedures, and ensuring that others are trained sufficiently in the use of the chemical concerned. It involves the selection and management of chemical application systems.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the requirements of chemical use	1.1 Chemical use requirements relevant to the workplace are accessed and interpreted 1.2 Legislation and safety procedures surrounding the use of chemicals are accessed and interpreted 1.3 Personal Protective Equipment is used and provided for others for transport, storage and application of chemicals 1.4 Industry standards for chemical use are identified 1.5 Appropriate insurance policy cover is confirmed or arranged
2 Monitor the implementation of safety requirements	2.1 Implementation of safety practices and rules by others is monitored 2.2 Safety incidents are investigated and reported in accordance with directions, standards and legislative requirements 2.3 Safety hazards in the transport, storage and application of the chemicals are identified 2.4 Risk control measures to minimise risk involved in chemical use 2.5 Measures for controlling residue in the environment and produce are implemented
3 Plan and implement a maintenance program for chemical use equipment	3.1 Plan for maintenance of application and personal protective equipment is established according to manufacturers instructions 3.2 Implementation of maintenance plan is supervised 3.3 Faulty or damaged equipment is identified and repaired or replaced
4 Determine the suitability of a chemical for use in a control program	4.1 Integrated Pest Management (IPM) or Animal Health Strategy (AHS) is planned 4.2 Chemicals included in the Integrated Pest Management or Animal Health Strategy are selected according to situation 4.3 Alternatives to chemical treatments are considered and applied according to Integrated Pest Management or Animal Health Strategy

5 Ensure the correct selection and application of the chemical	5.1 Chemicals suitable for situation are identified, and procedures for preparation, application and risk control are read and interpreted 5.2 Application equipment is selected in accordance with procedures 5.3 Ensure calibration of equipment is implemented according to directions and standards 5.4 Pre-operative checks and maintenance procedures are implemented 5.5 Meteorological conditions are assessed as appropriate to application prior to and during chemical application 5.6 Chemical application is conducted safely in accordance with hazards associated with the chemicals concerned 5.7 Chemical spills or accidents are dealt with according to procedures
6 Ensure personnel are adequately trained in chemical use	6.1 Training is provided to personnel who are handling or using chemicals 6.2 External training and assessment opportunities are organised for staff involved in using chemicals
7 Supervise clean up following chemical application	7.1 Clean up procedures are implemented following chemical applications
8 Implement recording systems for chemical storage and use	8.1 Records comply with legislation and regulations surrounding chemical use 8.2 Risk assessment and control strategies are recorded in accordance with requirements

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
Chemicals	may include • insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematocides • rodenticides • fumigants • antimicrobial agents • anthelmintics • hormone growth promotants or veterinary chemicals
Legislation and safety rules	may include approved • Pesticides Acts, Occupational Health and Safety Acts regarding hazardous substances and application equipment • Dangerous Goods Act • Poisons Act or Protection of the Environment Acts for chemical use
Personal Protective Equipment	may include • boots • overalls • chemical resistant gloves • aprons • face shields • respirators and hats
Directions and standards	may include • the instructions on the chemical label • in an operator's manual • on Material Safety Data Sheets (MSDS) • in an industry standard • from and Occupational Health and Safety manual or other regulation • a hazardous substances regulation

Hazards	will be listed on • labels and the Material Safety Data Sheets for the chemical concerned and may include ○ flammability ○ toxicity ○ health hazards ○ damage to non-target organisms ○ environmental damage ○ off target spray drift or residues in foods
Risk control measures	that may be implemented include • spillage • fire • contact of chemical with skin or eyes • accidental ingestion • incorrect concentrations in mixtures • faulty or inappropriate storage containers • current insurance policies • likelihood of run-off post application • incorrectly calibrated equipment • spray drift • incorrect disposal of waste chemicals or faulty equipment
Situation	may include • weeds, insects, pathogens, and vertebrate animals
Application equipment	may include • hand held knapsacks or pneumatics • drench guns • spot on or power operated equipment like ○ boomsprayers ○ pressure wands or air blast sprayer ○ jetting race ○ hand jetting ○ shower/plunge dips
Meteorological conditions	will include • rain • wind • temperature • relative humidity • inversion or stable air conditions

External training and assessment	may include • formal training and assessment by a Registered Training Organisation (RTO) either on or off the job, or Recognition of Prior Learning process
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to select, apply and clean up the application of a specific chemical • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ supervise others working with the chemical ○ ensure that all prescribed safety directions are followed ○ monitor the implementation of the systems and procedures developed for chemical concerned ○ transfer the skills and knowledge in this standard to other work contexts
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction in the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Hazards involved in the use of the specific chemical concerned and related risk control measures ○ Signs of pest damage and signs of beneficial organisms ○ Life cycle of pests and target stages ○ Pest resistance to chemicals ○ Types of chemical and modes of action ○ Maximum residue limits ○ Occupational Health and Safety legislative requirements and Codes of Practice relevant to chemical use and hazardous substances ○ Application equipment features ○ Calibration ○ Knowledge of record keeping systems ○ Knowledge and understanding of relevant control of use Acts ○ Use, maintenance and storage of personal protective equipment ○ Correct wearing/fit of personal protective equipment ○ Correct wearing/fit of personal protective equipment ○ First aid and emergency procedures ○ Insurance required for chemical use, transportation and storage • Required skills ○ Access, accurately read and interpret conditions and labels information for chemicals ○ Communicate critical chemical information to others and ensure understanding ○ Direct others to perform tasks ○ Identifying hazardous situations

Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> ○ where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body ○ this may include ▪ accreditation with that issuing body ▪ maintenance of current competency in this competency standard ▪ involvement in professional development programs comprising technical and legislative updates on an annual basis
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
3	3	3	3	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - On labels, Material Safety Data Sheets and legislation need to be interpreted and analysed • Communicating ideas and information - Procedures, policies and safety information are communicated to others in the workplace • Planning and organising activities - Overall organisation management will require activities to be planned in conjunction with chemical use • Working with teams and others - Working with others, internal and external to the organisation, requires teamwork • Using mathematical ideas and techniques - Calibration and calculation of equipment and chemicals requires mathematical techniques • Solving problems - Identifying hazards and potential problems that may arise during chemical use and developing suitable solutions and risk control measures • Using technology - May be required to record and manage chemical information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE2308A	OPERATE RIDE-ON VEHICLES
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of maintaining and operating two and four wheel all terrain vehicles and ride-on machinery. This unit does not include tractors or motor vehicles as they are covered by other units of competency.

It requires the application of basic skills and knowledge to safely utilise individual controls and features of ride-on vehicles, with or without attached equipment, and carry out basic maintenance procedures. Competency requires an awareness of duty of care to self, others and the environment. The work is likely to be carried out under routine supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare ride-on vehicle for operation	1.1 Existing and potential Occupational Health and Safety hazards in the work area are identified and reported to the supervisor 1.2 Routine checks and maintenance of ride-on vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements 1.3 Attached equipment is identified and selected appropriate to work requirements, checked for safety and set for operation 1.4 Ride-on vehicle and equipment faults or malfunctions are identified and reported for repair according to enterprise requirements 1.5 Appropriate licenses for operation of vehicles are obtained where required
2 Operate ride-on vehicle	2.1 Risks to self, others and the environment are recognised and avoided according to Occupational Health and Safety and enterprise requirements 2.2 Suitable personal protective equipment is selected, used and maintained according to Occupational Health and Safety and enterprise requirements 2.3 Ride-on vehicle is operated in a safe and controlled manner and monitored for performance and efficiency 2.4 Hazards are identified, anticipated and controlled through the application of safe riding techniques 2.5 Environmental implications associated with ride-on vehicle operation are recognised and positive enterprise environmental procedures applied where relevant
3 Complete and check ride-on vehicle operation	3.1 Shut-down procedures are conducted according to manufacturers specifications and enterprise requirements 3.2 Malfunctions, faults, irregular performance or damage to ride-on vehicle is detailed and reported according to enterprise requirements 3.3 Ride-on vehicle is cleaned, secured and stored according to enterprise requirements 3.4 Ride-on vehicle operational reports are maintained to industry standards according to enterprise requirements

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
Occupational Health and Safety	safe systems and procedures for • the safe operation and maintenance of ride-on vehicles and attached equipment, including the guarding of exposed moving parts • checks to ensure loads are secure and within working specifications • hazard and risk control • safe mounting and dismounting • manual handling including lifting and carrying • the application of emergency/defensive driving techniques • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment
Hazards	may include • exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts • ergonomic hazards associated with posture and mechanical vibration • other hazards may include ○ bystanders ○ livestock and wildlife ○ difficult terrain and varying gradients ○ broken ground ○ potholes ○ ditches ○ gullies ○ embankments ○ obstacles ○ flying objects ○ adverse weather conditions ○ electricity ○ powerlines ○ loose clothing ○ speed and fatigue ○ load shifts ○ mechanical malfunctions ○ exposed moving parts ○ other machinery

Routine checks and maintenance	pre-start and safety checks to manufacturers specifications including an assessment of • tyre • wheels • controls and cables • lights • safety mirrors • electrics • safety restraints • chain/driveshaft • chassis and suspension Service and maintenance of • cooling system • fuel • oils and lubricants • battery levels • tyre pressure • fan belts • leads • lines • connections • air filters • air conditioning • brakes • clutch • gearbox • steering • lighting • transmission Inspection of hitch and towing points
Ride-on vehicles	may include • include 2 wheel motorcycles (eg, bikes and trailbikes, excluding road motorcycles) • 3 and 4 wheel motorcycles (all terrain vehicles) • ride-on mowers • All terrain vehicles are small motorised vehicles with low pressure, high flotation tyres

Enterprise requirements	may include • Standard Operating Procedures (SOP) • 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) • supervisors oral or written instructions
Attached equipment	mounted equipment may include • spray equipment • spreaders • winch • gun scabbard • toolbox • first aid kits trailed equipment may include • a range of trailers • slashers • spreaders
Risks	may include • loss of rider control caused by the incorrect matching of operator size and weight to vehicle size and weight • load shifting as a result of uneven weight distribution
Personal protective equipment	may include • helmets • boots • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Safe and controlled	• Appropriate selection and use of vehicle controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to ride-on vehicle, equipment, person, property or environment

Environmental implications	negative environmental impacts may result from • excessive noise and exhaust emissions • the unsafe use and disposal of maintenance debris, eg, oils containers, chemical residues • hazardous substances, eg, fuel, oils • high traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities
Shut down procedures	may include • turning the engine off • safe dismounting and securing the vehicle • parking away from hazards • maintaining a clear thoroughfare • refuelling • cleaning the vehicle
Reports	may include • routine checks and maintenance • scheduled maintenance activities • mandatory or statutory inspections • log books • faults • malfunctions and damage details • hazard and incident reports
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the ability to safely and effectively ride two, three and four wheel all terrain vehicles, with or without attached equipment, in off-road environments. • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ perform routine pre-operational checks and maintenance ○ attach and operate equipment ○ recognise and control hazards and risks ○ monitor and maintain vehicle records ○ demonstrate safe workplace and positive environmental practices associated with the operation of ride-on vehicles ○ transfer skills and knowledge required to operate ride-on vehicles to a different work environment, eg, this could include different vehicles, terrains and enterprise situations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Components, controls and features of ride-on vehicles and their functions ○ Range of ride-on-vehicles and attached equipment and functional applications ○ Operating principles and operating methods ○ Load limits and the principles of weight distribution with regard to load shifting and vehicle movement ○ Effects of adverse weather and terrain conditions on the operation of ride-on vehicles ○ Occupational Health and Safety legislative requirements ○ Codes of Practice with regard to the use and control of hazardous substances ○ Environmental Codes of Practice with regard to machinery operation • Required skills ○ Steer, manoeuvre and position vehicles in a smooth and controlled manner ○ Apply hand-eye co-ordination ○ Safely operate ride-on vehicles in adverse weather and difficult terrain conditions ○ Match and attach equipment appropriate to work requirements ○ Demonstrate safe and environmentally responsible workplace practices ○ Read and comprehend manufacturers specifications, work and maintenance plans, Material Safety Data Sheets (MSDS)

	○ Effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicated the 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 competence will usually include observation of processes and procedures, oral and/or 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” 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information with regard to ride-on vehicle performance, faults and maintenance carried out may be detailed and recorded for reference and organised by reports • Communicating ideas and information - Information with regard to hazards and unsafe work practices associated with the operation of ride-on vehicles may be reported to the supervisor and work team • Planning and organising activities - Maintenance and repairs may be planned and co-ordinated around work schedules or sequenced as required • Working with teams and others - Team work may be applied in the application of methods and procedures to complete maintenance procedures and maintain records • Using mathematical ideas and techniques - Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption • Solving problems - Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules • Using technology - To communicate, measure and record information with regard to maintenance, usage and performance of vehicle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF1003A	SUPPORT TURF WORK
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of supporting turf work under supervision. It requires the ability to prepare materials, tools and equipment for turf work, undertake sports turf work, handle materials and equipment and clean up on completion of work. Supporting turf work requires knowledge of safe work practices, mowing patterns and heights, turf machinery and equipment, and maintenance practices.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare materials, tools and equipment for turf work	1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisors instructions 1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor 1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle 1.4 Suitable personal protective clothing and equipment (PPE) is selected and checked prior to use 1.5 Turf support is provided according to Occupational Health and Safety (OHS) requirements and according to workplace information 1.6 Occupational Health and Safety (OHS) hazards are identified and reported to the supervisor
2 Undertake turf work as directed	2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary 2.2 Turf work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines 2.3 Interactions with other staff and turf users is carried out in a positive and professional manner 2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed 2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor
3 Handle materials and equipment	3.1 Plant debris and waste material produced during turf work are stored in a designated area according to supervisors instructions 3.2 Materials, equipment and machinery are handled and transported according to supervisors instructions and enterprise guidelines 3.3 A clean and safe work site is maintained while completing turf activities
4 Clean up on completion of turf work	4.1 Materials are returned to store or disposed of according to supervisors instructions 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisors instructions 4.3 Work outcomes are reported to the supervisor

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
Debris	may include - plant material such as - fallen tree limbs and small branches - leaves and grass clippings - animal faeces and litter may create debris on the turf surface - as well as equipment and materials debris resulting from work procedures
Occupational Health and Safety hazards	may include - people and animals moving across the site during work - obstacles and debris on the site - disturbance or interruption of services - solar radiation - dust - noise - chemicals and hazardous substances - manual handling - moving machinery and machinery parts - uneven surfaces - flying objects
Instructions	may include - Standard Operating Procedures (SOPs) - enterprise policy and procedures - specifications - work notes - Material Safety Data Sheets (MSDS) - manufacturers instructions - verbal directions from manager or supervisor
Personal protective clothing and equipment	may include - steel capped boots/shoes - overalls - gloves - sun hat - sunscreen lotion - safety goggles - face mask - ear protectors

Turf work	assisting with the maintenance of turf including • mowing • edging • watering • fertilising • lifting and laying sod assisting with collecting rubbish and removing weeds and disposing as directed assisting with maintaining turf facilities including • assisting with repair • upkeep and moving of on-site structures and equipment • marking out • cleaning of water bodies • raking of sand traps
Tools and equipment	mowers may include • cylinder • rotary • flail • hand • hand-operated cylinder mowers • greens mowers other tools, equipment and machinery may include • rollers • super soakers • line marking equipment • brush cutters • edge clippers • edge slicers • and water pumps
Workplace information	may include • procedures for disposing of waste materials • work instructions • or verbal instructions from the supervisor

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to prepare materials, tools and equipment for turf work • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ carry out turf activities according to instructions and within the required timelines ○ transfer the skills and knowledge that are required to support turf work to a different work environment, eg, this could include different work tasks, enterprises and sporting surfaces
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Safe work practices required at turf work sites ○ Mowing patterns and heights ○ Turf machinery and equipment ○ Turf and facility maintenance practices • Required skills ○ Prepare materials, tools and equipment for turf work ○ Undertake turf work as directed ○ Handle materials and equipment ○ Clean up on completion of turf work
Resource implications	• Physical resources - assessment of this competency requires access to ○ personal protective clothing and equipment ○ tools and equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should be closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary • Communicating ideas and information - Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor • Planning and organising activities - Discussions with the supervisor and other team members may be required in order to complete tasks efficiently in a logical sequence and in a timely manner • Working with teams and others - Good communication and cooperation with other staff in completing turf tasks • Using mathematical ideas and techniques - Skills in counting, tallying and estimation are required when handling materials, tools and equipment • Solving problems - Problems will require corrective action or consultation with supervisor • Using technology - Technology may be applied in the use of turf equipment and communication systems Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF2015A	PREPARE TURF SURFACES FOR PLAY
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of work undertaken by greenkeepers and sports turf curators in preparing turf surfaces for match play. Preparation of turf surfaces is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of turf surface preparation tasks. Preparation of turf surfaces is usually within established routines, methods and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare the site to be mown	1.1 Services affecting the turf surface are located using site plans and in consultation with the supervisor 1.2 Permanent obstacles and Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor 1.3 Movable obstacles are removed before and replaced after mowing and debris is disposed of in an environmentally aware and safe manner according to enterprise work procedures 1.4 Abnormal conditions or changes in the appearance of the site are reported to the supervisor
2 Prepare equipment for mowing	2.1 Tools, equipment and machinery are selected that are appropriate to the task being undertaken 2.2 The mower is calibrated and adjusted to height according to the manufacturers guidelines and enterprise work procedures 2.3 Pre-operational checks of tools, equipment and machinery are completed according to manufacturers specifications and enterprise work procedures 2.4 Suitable personal protective clothing and equipment (PPE) is selected, used and maintained 2.5 Suitable safety equipment is selected and erected at the work site during work periods
3 Mow playing surface	3.1 Grass appearance is assessed against enterprise guidelines and changes in appearance are reported to the supervisor 3.2 The mower is matched to any implement attached to it according to manufacturers guidelines and enterprise work procedures 3.3 Continuous oversight of mowing activities is maintained according to enterprise work procedures 3.4 Mowing is undertaken according to Occupational Health and Safety (OHS) requirements

4 Undertake final preparation of playing surface	4.1 Mark out tools appropriate for the task being undertaken are selected 4.2 Lengths and angles are measured to locate markers and match play equipment according to enterprise work procedures and industry practice 4.3 Marking out is completed according to the intended playing surface use and enterprise work procedures 4.4 Markers and play equipment are placed where necessary according to enterprise work procedures 4.5 Correct manual handling techniques are used when lifting or moving heavy loads 4.6 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures 4.7 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures

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
Abnormal conditions	may include • damage to permanent fixtures • displays • playing equipment • presence of animals • the turf surface
Debris	may include • plant material such as ○ fallen tree limbs and small branches ○ leaves and grass clippings • animal faeces and litter may create debris on the turf surface • as well as equipment and materials debris resulting from work procedures
Enterprise work procedures	work procedures will be based on sound horticultural principles and practices and may include ○ supervisors oral or written instructions ○ program for preparation of the turf surface ○ enterprise standard operating procedures (SOPs) ○ specifications ○ routine maintenance schedules ○ work notes ○ manufacturers service specifications and operators manuals ○ waste and water disposal, recycling and reuse guidelines ○ Occupational Health and Safety procedures
Grass appearance	may be observed as • worn • discoloured • dried or over-watered grass patches • evident weed or other pest invasions of the turf surface

Occupational Health and Safety hazards	may be identified through ○ visual inspection of the area ○ understanding of site plans ○ enterprise work procedures may include • people and animals moving across the site during work • obstacles and debris on the site • disturbance or interruption of services • solar radiation • dust • noise • chemicals and hazardous substances • manual handling • moving machinery and machinery parts • uneven surfaces • flying objects
Mark out tools	may include • dry and/or wet markers • aerosols • specified measurements • measuring equipment • fitting placements
Movable obstacles	may include • play equipment • irrigation sprinkler heads • hoses • potted plants
Permanent obstacles	may include • fixed play equipment • service outlets • ground water • design features • trees and shrubs • open drains

Personal protective clothing and equipment	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • hearing protection • sunscreen lotion • hard hat
Playing surface use	games may include • golf • cricket • tennis • volleyball • rugby • soccer • football • horse racing • hockey • bowls • lacrosse
Occupational Health and Safety Requirements	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 • drinking to avoid dehydration • safe operation of tools, equipment and machinery • correct manual handling • basic first aid • personal hygiene • reporting problems to supervisors
Occupational Health and Safety risks	hazards may pose a risk to • workers • equipment • people and animals external to the workplace such as ○ members of the public ○ match players ○ stray pets and wildlife • the natural environment

Safety equipment	may include • signage • barriers
Services	may include • water supply • gas • power (electricity) • tele-communications • irrigation • stormwater and drainage
Tools, equipment and machinery	may include • cylinder • rotary • flail • hand • hand-operated cylinder mowers • ride-on mowers • 4 wheel drive machinery other tools, equipment and machinery may include • rollers • super soakers • line marking equipment • brush cutters • edge clippers • edge slicers • water pumps
Turf surfaces	may include • fine • coarse • juvenile turf

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in preparing turf surfaces for match play • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ work in a horticultural environment and awareness of the procedures that are used to prepare a range of turf surfaces for play and is confident in applying these procedures ○ transfer the skills and knowledge required to apply these procedures to a wide range of turf surfaces, with different grass types and match play uses, eg, The skills required in placing game equipment, line marking and mowing would be applicable in varying situations. ○ identify hazards in relation to the public accessibility to a playing surface between match play uses ○ set up and shut down powered tools and trailed machinery in accordance with manufacturers specifications ○ identify hazards and assess risks applicable in other work situations, such as renovating grass areas, establishing turf and supporting the construction of a turf establishment site
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Practical understanding of how the intended use of the turf playing surface and the competition playing requirements will affect preparation of the turf surface ○ The effect of outdoor climatic conditions, eg, rain, hail, extreme heat and/or wind, or very high ultraviolet radiation, which may prevent or impede turf surface preparation programs, or influence the requirements for the playing surface, the selection of tools, machinery and safety equipment to reduce the hazards presented ○ The environmental impact of water removal procedures, potential run-off from the site and disposal into drains or reticulation units ○ Awareness of the potential public nature of turf surface preparation activities and the hazards and responsibilities associated with working in a publicly accessible situation • Required skills ○ Participate in teams and contribute to team objectives ○ Read and interpret work procedures ○ Communicate effectively with team members and supervisor ○ Measure distances, angles and calculate areas

	○ Dispose of excess water, plant debris and litter in an safe, environmentally aware and sensitive manner, such as sorting plant and paper-based waste for recycling, returning chemical containers to the manufacturer, minimising water runoff and non-recyclable waste, and reporting and disposing of biohazardous litter such as used condoms or hypodermic syringes
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - The site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor, enterprise work procedures and site plans should be consulted, interpreted and applied to turf preparation activities with further clarification sought from the supervisor where necessary • Communicating ideas and information - Ideas and information relating to turf preparation activities and problems encountered should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for turf preparation will need to be arranged before and between work periods and there may be some responsibility for coordinating work with others • Working with teams and others - The turf preparation program may involve working with other members of a team to complete the program • Using mathematical ideas and techniques - Measuring distance, calculating areas, calibrating machinery, estimating quantities of materials and marking out will require mathematical application • Solving problems - Problems relating to preparation techniques, processes, the turf area, workplace safety and other team members may arise during the preparation of turf surfaces for play • Using technology - Technology may be applied in the preparation, use and maintenance of turf preparation tools, equipment and machinery Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF2019A	RENOVATE GRASSED AREAS
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of basic renovation practices that are used to restore turf health and condition on a range of grassed areas.

Renovation work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Competency is demonstrated by the application of knowledge and skills to a range of turf renovation tasks. Turf renovation is usually within established routines, methods and guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare turf area for renovation	1.1 Services are located using site and construction plans and in consultation with the supervisor 1.2 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor 1.3 Suitable safety equipment is selected for the turf renovation program 1.4 The environmental implications of the turf renovation program are identified and the likely outcomes assessed and reported to the supervisor 1.5 Preparation of turf area is carried out according to enterprise work procedures and site and construction plans
2 Prepare equipment for turf renovation	2.1 Hand tools and renovation machinery are selected that are appropriate to the task being undertaken 2.2 Pre-operational and safety checks are carried out on hand tools and renovation machinery, according to manufacturers specifications and enterprise work procedures 2.3 Suitable personal protective equipment (PPE) is selected, used and maintained
3 Undertake turf renovation	3.1 Safety equipment is erected around trench lines, holes and other disturbed surfaces during and between work periods 3.2 Correct manual handling techniques are used when lifting or moving heavy loads 3.3 The turf renovation program is undertaken according to Occupational Health and Safety requirements 3.4 Turf renovation tools and machinery are operated safely and effectively
4 Complete turf renovation	4.1 Plant debris and waste material removed from the site are disposed of in an environmentally aware and safe manner according to enterprise work procedures 4.2 Tools and machinery are cleaned, maintained and stored according to enterprise work procedures 4.3 A clean and safe area is maintained throughout and on completion of work 4.4 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures

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
Services	may include • water supply • gas • power (electricity) • telecommunications • irrigation • stormwater • drainage
Occupational Health and Safety hazards	Hazards may be identified through • visual inspection of the area • understanding of site and construction plans • enterprise work procedures Hazards may include • disturbance or interruption of services • solar radiation • dust • noise • chemicals and hazardous substances • manual handling • moving machinery and machinery parts • uneven surfaces • flying objects
Safety equipment	may include • signage • barriers
Environmental implications	may include • the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals • levels of noise, dust • high activity vehicle traffic • water run-off

Turf renovation program	may include • scarifying • de-thatching • over-sowing • turf replacement, eg, seeds, sod, stolons, plugs or hydromulching • checking surface and/or sub-surface drains • soil improvement • soil aeration • fertiliser application • top dressing
Preparation	may include • area measurement • peg placement • erection of signage and safety barriers
Turf area	may include • coarse turf • fine turf • localised areas • large-scale renovation
Enterprise work procedures	Work procedures will be based on sound horticultural principles and practices and may include • supervisors oral or written instructions • turf renovation program • enterprise standard operating procedures (SOPs) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDSs) • manufacturers service specifications and operators manuals • waste disposal • recycling and re-use guidelines • Occupational Health and Safety procedures
Hand tools	may include • rake • spreader • shovel • turf spade • hose

Renovation machinery	may include • trailed or motorised renovating equipment • scarifier • de-thatcher • coring machines • core harvesters
Personal protective equipment (PPE)	may include • include hat • boots • overalls • gloves • goggles • respirator or face mask • hearing protection • sunscreen lotion • hard hat
Occupational Health and Safety requirements	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 • drinking to avoid dehydration • safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances • correct manual handling • basic first aid • personal hygiene • reporting problems to supervisors
Clean and safe area	may include • keeping public access paths clear of debris, waste, tools, equipment and machinery • disabling equipment and machinery after use • using signage and safety barriers during and removing after turf renovation activities are completed, and removing debris and waste from the work area swiftly and efficiently

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in renovating grassed areas • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ transfer skills and knowledge required for this standard to a wide range of work environments, with different grass types and end use, eg, turf surfaces serve many purposes, including public access areas such as sports playing surfaces, parks and reserves and median strips, and restricted access areas such as private gardens and display sites ○ operate trailed and powered machinery and hand tools ○ interpret site and construction plans ○ identify and minimise hazards and maintain clean and safe work areas are also required when supporting the construction of a turf area and establishing turf
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ RTF2023A Support turf establishment ○ RTF3010A Establish turf
Required knowledge and skills	• Required knowledge ○ The purpose of turf renovation programs in maintaining turf presentation, particularly in relation to the end use of the turf ○ The principles and application of site and construction plans, and work programs to the turf renovation area ○ The effect of adverse outdoor climatic conditions, eg, rain, hail, extreme heat and/or wind, or very high ultraviolet radiation, which may prevent or impede turf renovation programs, or influence the selection of tools, machinery and safety equipment to minimise the hazards presented ○ Awareness of the potential public nature of turf renovation work sites and the hazards and responsibilities associated with working in a publicly accessible situation • Required skills ○ Participate in teams and contribute to team objectives. ○ Read and interpret instructions. ○ Communicate effectively with team members and supervisor. ○ Measure distance and calculate area ○ Minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - safety equipment - hand tools - personal protective equipment - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be with the hazards, circumstances and equipment likely to be encountered in a real workplace - 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - The site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to coordinate turf renovation activities with further clarification sought from the supervisor where necessary • Communicating ideas and information - Ideas and information relating to turf renovation activities and problems encountered should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for turf renovation will need to be arranged before and between work periods and there may be some responsibility for coordinating work with others • Working with teams and others - The turf renovation program may involve working with other members of a team to complete the program • Using mathematical ideas and techniques - Measuring distance, calculating areas, calibration of machinery and estimating quantities of materials will require mathematical application • Solving problems - Problems relating to renovation techniques, processes, the turf area, workplace safety and other team members may arise during the renovation of a grassed area • Using technology - Technology may be applied in the preparation, use and maintenance of turf renovation machinery and equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF2020A	ASSIST WITH TURF CONSTRUCTION
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of support a worker provides to others in a team who are constructing soil profiles for the establishment of turf.

Construction work is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of soil profile construction tasks. Installation of irrigation and drainage systems is covered in other units at level 3. The work is usually within established routines, methods and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for soil profile construction	1.1 Services are located using site and construction plans and in consultation with the supervisor 1.2 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor 1.3 Suitable safety equipment is selected for the soil profile construction program 1.4 The construction site is prepared according to enterprise work procedures and the construction plan
2 Prepare equipment for soil profile construction	2.1 Construction tools, equipment and machinery are selected that are appropriate to the task being undertaken 2.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures 2.3 Suitable personal protective equipment (PPE) is selected, used and maintained
3 Undertake soil profile construction	3.1 The base is graded to the specified level and on a consistent slope and is consolidated to achieve uniform compaction over the entire site according to enterprise work procedures 3.2 Trench lines are dug to the specified depth, width and fall, with all superfluous material evacuated and stored safely according to the construction plan and enterprise work procedures 3.3 Construction of the soil profile is undertaken according to Occupational Health and Safety requirements

4 Restore the site after drainage and irrigation installation	4.1 Trenches are back-filled with specified construction materials, consolidated and levelled according to the construction plan and enterprise work procedures 4.2 The construction site is levelled to visual satisfaction as each layer of the soil profile is installed 4.3 The construction site is hand watered thoroughly on completion according to enterprise work procedures 4.4 Waste material is removed from the construction site and disposed of in an environmentally aware and safe manner according to enterprise work procedures 4.5 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures 4.6 A clean and safe area is maintained throughout and upon completion of work according to enterprise work procedures 4.7 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures

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
Services	may include • water supply • gas • power (electricity) • telecommunications • irrigation • stormwater • drainage
Occupational Health and Safety hazards	can be identified through • visual inspection of the area • understanding of site and construction plans • enterprise work procedures may include • disturbance or interruption of services • solar radiation, dust • noise • soil- and water-borne micro-organisms • chemicals and hazardous substances • manual handling • moving machinery and machinery parts • uneven surfaces • flying and falling objects
Safety equipment	may include • signage • barriers
Preparation	may include • supporting surveying • area measurement • marking out • peg placement • erection of signage and safety barriers

Enterprise work procedures	will be based on sound horticultural principles and practices and may include • supervisors oral or written instructions • soil profile construction program • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules ○ work notes ○ product labels ○ Material Safety Data Sheets (MSDS) ○ manufacturers service specifications ○ operators manuals • waste disposal • recycling and re-use guidelines • Occupational Health and Safety procedures
Tools, equipment and machinery	may include • hand tools such as ○ rakes ○ shovels ○ spades ○ rollers ○ wheelbarrows ○ hoses and hose fittings ○ drag mats ○ level frames ○ bunker rakes • machinery ○ bobcats ○ ditch witches ○ backhoes ○ front-end loaders ○ graders ○ mechanical rollers ○ trucks ○ hydraulic trailers ○ tractors and 3-point linkage equipment
Personal protective equipment (PPE)	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • hearing protection • sunscreen lotion • hard hat

Occupational Health and Safety requirements	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 - drinking to avoid dehydration - safe operation of tools, equipment and machinery - safe handling, use and storage of chemicals and hazardous substances - correct manual handling - basic first aid - personal hygiene - reporting problems to supervisors
Waste material	may include - unused construction and excavated materials, and plant debris, litter and broken components - Plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures
Clean and safe area	may include - keeping public access paths clear of debris, waste material, tools, equipment and machinery - disabling equipment and machinery after use - using signage and safety barriers during - removing after construction activities are completed, and swiftly and efficiently removing debris and waste from the work area
The sport and recreation industry	covers - industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge in supporting the construction of soil profiles for turf establishment and requires evidence that a person using construction equipment and materials can effectively assist other workers in the required work procedures - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - construct a soil profile for turf establishment to a different work environment, eg, the excavation of trenches, backfilling techniques and practical knowledge of the constructed soil profiles for a range of turf surfaces are also applicable when establishing, monitoring and maintaining a wide range of turf surfaces
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Operation of construction machinery such as front-end loaders and tractors, particularly on public roads, will require a motor vehicle license from the relevant state or territory motor vehicle licensing authority
Required knowledge and skills	- Required knowledge - Awareness of irrigation and/or drainage installation procedures and the care needed in laying soil profiles to accommodate and work around these installations - Awareness of the structural relationship between a well-constructed soil profile and the achievement of enterprise standards for the quality and appearance of the turf to be established on the profile, particularly in relation to the end use of the turf surface - Awareness of the environmental implications associated with disturbing and installing soil profiles, such as disturbance level noise, dust and water run-off, and the exacerbation or prevention of the contamination of ground water, salinisation, erosion and interruption to existing native ecosystems - Awareness of the potential public nature of soil profile construction activities and the hazards and responsibilities associated with working in a publicly accessible situation - The effect of adverse outdoor climatic conditions (e.g. rain, hail, days of extreme heat and/or wind, or very high ultraviolet radiation), which may prevent or impede construction programs, or influence the selection of tools, machinery and safety equipment to reduce the hazards presented - Required skills - Participate in teams and contribute to team objectives - Communicate effectively with team members and supervisors - Read, understand and interpret written instructions and work

	- procedures ○ Measure distances and calculate depth, area, volume and capacity accurately ○ Minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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 "number of locations" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisor, 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - The construction site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to coordinate soil profile construction activities, with further clarification sought from the supervisor where necessary • Communicating ideas and information - Ideas and information relating to soil profile construction activities and problems encountered should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for construction activities will need to be arranged before and between work periods and there will be some responsibility for coordinating work with others • Working with teams and others - The soil profile construction program will involve working with other members of a team to complete the program • Using mathematical ideas and techniques - Measuring distance, calculating areas and volumes, calibrating machinery, estimating quantities of materials and marking out will require mathematical application • Solving problems - Problems relating to the site and environmental conditions, construction techniques, processes, workplace safety and other team members may arise during the construction of soil profiles for turf establishment • Using technology - Technology may be applied in the preparation, use and maintenance of construction tools, equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF2023A	SUPPORT TURF ESTABLISHMENT
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of supporting the establishment of turf by seed or sod for sporting, recreational, landscaping, community and private use.

Supporting turf establishment is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Competency requires the application of knowledge and skills to a range of turf establishment tasks. Turf establishment is usually undertaken within established routines, methods and procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to establish a planted area	1.1 The planting site, planting methods and turf plant species and cultivars are identified according to the site plan and enterprise work procedures 1.2 Materials, tools, equipment and machinery are selected according to planted area design requirements and enterprise work procedures 1.3 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures 1.4 The environmental implications of the turf establishment program are identified and the likely outcomes assessed and reported to the supervisor 1.5 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor 1.6 Suitable safety and personal protective equipment (PPE) is selected, used and maintained
2 Prepare the planting area	2.1 Layout of services is recognised, depths checked against the site plan and discrepancies are reported to the supervisor 2.2 Earthworks are undertaken according to Occupational Health and Safety requirements 2.3 All competing plants are treated according to enterprise work procedures 2.4 Soil is assessed for moisture, tilth, compactness, depth and decaying plant material according to enterprise work procedures 2.5 Soil additives are selected and applied according to enterprise work procedures 2.6 The entire surface is raked out evenly to achieve a consistent texture and the area is uniformly levelled to defined contour requirements according to enterprise work procedures 2.7 The planting site is watered according to the planting method and enterprise work procedures 2.8 Debris and pollutants are removed from the site and disposed of in an environmentally aware and safe manner according to enterprise work procedures

3 Plant turf	3.1 All turf plant material is inspected prior to being planted and material with major defects is discarded according to enterprise work procedures 3.2 Hygiene practices with use of tools and equipment are clarified with supervisor and observed in establishment work 3.3 Turf plant material with minor defects is trimmed or treated to maintain health and vigour according to enterprise work procedures 3.4 Seed spread by hand and mechanically is evenly distributed over the whole planting area with no overlap and no areas missed according to enterprise work procedures 3.5 The entire sown surface is evenly raked and thoroughly watered according to enterprise work procedures 3.6 Sodds are correctly oriented, rolled evenly onto a moist surface and interlocked in the pattern and area according to enterprise work procedures 3.7 Newly laid turf is watered thoroughly to encourage establishment according to enterprise work procedures
4 Provide post-planting care	4.1 The planted site is protected from animals, pedestrian and vehicular traffic according to enterprise work procedures 4.2 The planted site is rolled to a work pattern planned to cover the area evenly and efficiently and rolling is even, flat and uniform with no disturbance according to enterprise work procedures 4.3 Turf is mown according to a pattern and height specified in enterprise work procedures 4.4 Top dressing is applied evenly to the required depth over the whole area and is worked or rubbed into the surface according to enterprise work procedures 4.5 New turf is watered according to irrigation system manufacturers specifications and enterprise work procedures 4.6 Water is applied by hand to dry or under-watered plants according to the requirements of the turf species and cultivar and according to enterprise work procedures 4.7 Watering patterns are checked for dry spots and blockages and faults are rectified according to manufacturers specifications and reported to the supervisor
5 Monitor turf health	5.1 Turf structure is observed for quality according to published data, enterprise work procedures and industry standards 5.2 Damaged turf is identified according to published data, suppliers specifications, historical data and enterprise work procedures 5.3 Plants incorrectly planted or situations that will prevent plants from reaching their full potential are identified, recorded and reported to the supervisor according to enterprise work procedures
6 Complete establishment of the planted area	6.1 Earthworks are finished off to plan specifications and enterprise work procedures 6.2 Waste material is removed from the planting site and disposed of in an environmentally aware and safe manner according to enterprise work procedures 6.3 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures 6.4 A clean and safe work area is maintained throughout and on completion of work 6.5 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures

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
Planting sites	may include • sports turf or recreational turf surfaces • parks • gardens • landscaped areas • recreational reserves
Planting methods	may include • hand and machine-assisted sowing • installing sod • stolons • plugs • hydromulching
Enterprise work procedures	will be based on sound horticultural principles and practices and may include • supervisors oral or written instructions • the turf establishment program • irrigation scheduling • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDS) • manufacturers service specifications and operators manuals • waste disposal • recycling and re-use guidelines • Occupational Health and Safety procedures
Materials	may include • soil additives • materials for protecting planted areas • weed, pest and disease control chemicals and materials

Tools, equipment and machinery	hand tools may include • knives • trowels • spades • forks • rakes • hoes • shovels • buckets • brooms • wheelbarrows • hoses and hose fittings • secateurs or snips • seeders • spreaders • turf spades • rollers • backpack spray equipment equipment and machinery may include • trailed or motorised seeders • spreaders • spray equipment • pumps and pump fittings • mechanical rollers • brush cutters • edge clippers • edge slicers • renovating equipment • scarifiers • de-thatchers • coring machines and core harvesters • bobcats • ditch witches • backhoes • front-end loaders • graders • trucks • hydraulic trailers • tractors and 3-point linkage equipment • irrigation and drainage systems and components mowers may include • cylinder • rotary • flail • hand • hand-operated cylinder mowers • greens mowers • large ride-on fairway mowers • triplex greens mowers • 4 wheel drive machinery

Occupational Health and Safety hazards	may include • disturbance or interruption of services • solar radiation • dust • noise • soil-, water- and air-borne micro-organisms • chemicals and hazardous substances • sharp hand tools and equipment • manual handling • moving vehicles • machinery and machinery parts • uneven surfaces • flying objects
Safety equipment	may include • signage • barriers
Personal protective equipment (PPE)	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • spray jacket or suit • hearing protection • sunscreen lotion • hard hat
Services	may include • water supply • gas, power (electricity) • telecommunications • irrigation • stormwater • drainage
Earthworks	may include • ripping and cultivating the area to be planted • supporting the construction of soil profiles for sports turf playing surfaces • the installation of irrigation and drainage systems

Occupational Health and Safety requirements	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 - drinking to avoid dehydration - safe operation of tools, equipment and machinery - safe handling, use and storage of chemicals and hazardous substances - correct manual handling; basic first aid; personal hygiene and reporting problems to supervisors
Competing plants	may include - established plants that require pruning back - weed species that require control techniques such as manual removal, herbicide application, laying weed mats and mulching
Soil additives	may include - lime - gypsum - emollients - fertilisers - organic materials - fungal and disease control agents
Major defects	includes - any condition that will prevent the turf plant from reaching its full potential - including wilt - stunted growth - root damage
Minor defects	may include damage sustained by turf plant material that can be trimmed or treated so that the plants can still reach their desired potential
Disturbance	may include - overlapping sods - parting sods
Quality	may include - upright growth - apparent stress - uniformity or variation in the growing pattern

Damaged turf	may include • strength • wear tolerance • growth rate • colour • recovery rate
Waste material	may include • unused earthworks materials • plant debris • litter • broken components • plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures
Clean and safe work area	may include • disabling unused tools, equipment and machinery • storing neatly out of the way of turf establishment activities • safely storing materials on site • using signage and safety barriers during and removing after turf establishment activities are completed • swiftly and efficiently removing and processing debris and waste from the work area
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in supporting turf establishment • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare for establishment activities ○ prepare the site ○ install plants ○ provide post-planting care of the planted area ○ monitor the health of the newly established turf ○ transfer skills and knowledge required to support turf establishment to a different work environment, eg, a person who can support turf establishment for a domestic garden should be able to transfer that knowledge and those skills to another workplace where they are required to support the establishment of a turf surface in a recreational park for public use, following induction to the new workplace
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ handling, applying and storing chemicals and hazardous substances may require a current ChemCert certificate. Operation of vehicles such as tractors, particularly on public roads, will require a motor vehicle license from the relevant state or territory motor vehicle licensing authority
Required knowledge and skills	• Required knowledge ○ The purpose of the turf establishment program in relation to enterprise presentation standards and the end use of the turf surface ○ The characteristics of enterprise turf species and cultivars, including growth rates, and their planting and post-planting cultural requirements ○ Irrigation and drainage system design and operational techniques to deliver maximum benefits to the planted area while minimising detrimental environmental impacts ○ The effect of adverse outdoor climatic conditions, eg, rain, hail, total fire ban days, or very high ultraviolet radiation, which may prevent or impede turf establishment activities, or influence the selection of tools, machinery and safety equipment to minimise the hazards presented ○ The potential public nature of turf establishment work sites and the hazards and responsibilities associated with working in a publicly accessible situation

	- Required skills - Participate in teams and contribute to team objectives - Communicate orally with work team members and supervisors - Utilise proforma recording, reporting and work procedure documents - Interpret site plans and turf establishment specifications - Measure quantities, calculate material requirements, area, volume, ratios and application rates, and calibrate machinery - Coordinate own activities with the work group - Minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance
Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - The turf establishment site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor • Communicating ideas and information - Ideas and information relating to turf establishment activities and problems encountered should be discussed with other members of the work team and the supervisor • Planning and organising activities - Equipment, materials and work procedures for turf establishment activities will need to be arranged before and between work periods and there will be some responsibility for coordinating work with others • Working with teams and others - Supporting the turf establishment program will involve working with other members of a team to complete the program • Using mathematical ideas and techniques - Measuring distance, calculating areas and volumes, calibrating machinery, estimating quantities of materials and marking out will require mathematical application • Solving problems - Problems relating to the site and environmental conditions, establishment techniques, processes, workplace safety and other team members may arise during the establishment of turf surfaces • Using technology - Technology may be applied in the preparation, use and maintenance of turf establishment tools, equipment and machinery Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF2311A	UNDERTAKE STUMP REMOVAL
HRT	Horticulture

DESCRIPTION: This competency standard covers the work undertaken to remove tree stumps from the ground with the aid of motorised stump grinders.

Stump removal is likely to be under routine supervision with intermittent checking. Competency requires the application of knowledge and skills to a range of stump removal tasks. The work is usually within established industry guidelines and conforms to strict Occupational Health and Safety procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for stump removal operations	1.1 Workplace information regarding the removal of stumps is collected and interpreted 1.2 All underground services are located according to supply authorities guidelines 1.3 Tools and equipment are selected according to supervisors instructions and manufacturers guidelines 1.4 Occupational Health and Safety hazards are identified, risks assessed and reported to the supervisor 1.5 Suitable personal protective equipment (PPE) is selected, used and maintained
2 Undertake removal operations	2.1 Pre-operational and safety checks are carried out on stump removing tools and equipment, according to enterprise guidelines 2.2 Tools and equipment appropriate to the task being undertaken are used according to Occupational Health and Safety requirements 2.3 Stump is removed to agreed depth and spread without damage to underground services and surrounding areas 2.4 Stump hole is back-filled and consolidated to original ground level according to enterprise policy
3 Complete stump removal operations	3.1 Waste material is collected and disposed of and/or recycled in a manner that causes minimal damage to the environment 3.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and enterprise guidelines 3.3 A clean and safe work area is maintained throughout and upon completion of work according to work procedures 3.4 Relevant records are maintained according to enterprise guidelines

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
Workplace information	may be relevant to • Standard Operating Procedures (SOP) • work notes • manufacturers instructions • site and location plans • removal plans and specifications • waste disposal • recycling and re-use guidelines • verbal directions from the manager, supervisor or senior operator
Services	may include • power (electricity) • water supply • irrigation • stormwater • drainage • gas and telecommunications
Tools and equipment	may include • axe • spade • shovel • crowbar • hand or powered winches • hand tools • stump grinding machine • chainsaw • safety signs • barriers
Occupational Health and Safety hazards	may include • flying debris • use of sharp tools and equipment • moving machinery parts • manual handling • noise • disturbance of underground services • holes • uneven surfaces • faulty tools and equipment

Personal Protective Equipment (PPE)	may be needed to remove stumps • boots • overalls • gloves • hard hats • hearing protection • face shields
Occupational Health and Safety requirements	may include • appropriate use of personal protective clothing and equipment • safe operation of machinery and equipment • correct manual handling techniques • recognising and reporting problems to the supervisor • maintenance and storage of tools and equipment • erection of safety signs and barriers
Clean and safe work area	tasks may include • cleaning away (storing and stacking neatly) equipment • disabling machinery after use and clearing and disposing of plant and equipment debris
Records	may include • date stump removal carried out • time spent on operation • problems arising
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge in undertaking stump removal and evidence that a person working in a horticultural environment is aware of the procedures and methods that are used to undertake stump removal and is confident in applying these procedures - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - operating powered machinery and hand tools - interpreting site and service plans - identifying and minimising hazards - maintaining clean and safe work areas - transfer the skills and knowledge required to undertake stump removal to a different work environment, eg, this could include different situations, tree species and degrees of site access
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Competencies relevant to the job function
Required knowledge and skills	- Required knowledge - Manufacturer guidelines for operating stump grinding machinery - Environmental implications of removal activities including run off, salinity and soil erosion, soil disturbance - Removal practices associated with different soil types - The effect of adverse outdoor climatic conditions, eg, rain, hail or wind, which may prevent or impede removal operations - Required skills - Prepare for stump removal operations - Undertake removal operations - Complete stump removal operations
Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in context of a sport or recreation activity. For valid and reliable assessed the sport or recreation activity should closely replicate the 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 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information such as removal techniques, site and service plans and appropriate tools and equipment should be discussed with the supervisor and work team members • Communicating ideas and information - Information about specific tasks associated with the job such as work completion and hazards encountered may be communicated to work colleagues and the supervisor • Planning and organising activities - Pre-operational checks and organisation of all tools, equipment and materials should be arranged before removal begins. Work schedules, location of services, site plans and personnel involved should also be arranged before removal activities begin • Working with teams and others - Undertaking stump removal may involve working with other members of a team to complete the removal program • Using mathematical ideas and techniques - Mathematical techniques may be applied when calculating plan dimensions and depth and volume of removal holes • Solving problems - Problems relating to removal techniques, processes, the removal area, tools and equipment, workplace safety, other team members, environmental issues and interruptions of removal program may require problem solving • Using technology - Technology such as horticultural hand tools and equipment including stump grinders may be used in removal operations Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF3001A	CONSTRUCT TURF PLAYING SURFACES
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of constructing soil profiles for the establishment of high performance sports and recreational turf surfaces.

The construction of soil profiles for high performance turf playing surfaces is likely to be under limited supervision from others with checking only related to overall progress. The construction of soil profiles is normally done within routines, methods and procedures where some discretion and judgement are required in the selection of equipment and materials, organisation of work, services, actions and the achievement of outcomes within time and budgetary constraints.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for construction activities	1.1 The construction site for high performance turf playing surfaces and the construction method are identified according to the site and construction plans and enterprise work procedures 1.2 Materials, tools, equipment and machinery are selected according to construction design requirements and enterprise work procedures 1.3 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures 1.4 Occupational Health and Safety hazards are identified, risks assessed, controls implemented and reported to the supervisor 1.5 Suitable safety equipment and personal protective equipment (PPE) are selected, used and maintained
2 Construction work	2.1 Enterprise work team, contractors and design consultants are identified and work tasks are coordinated in a sequential, timely and effective manner in consultation with the supervisor 2.2 Construction of soil profiles is undertaken according to Occupational Health and Safety requirements and with due consideration of the environmental implications 2.3 A clean and safe work area is maintained throughout and on completion of work
3 Set out site for construction	3.1 Symbols and terminology are interpreted to ensure the concept of the construction plan is clearly understood according to industry practice 3.2 Boundaries and features contained in the site and construction plans are checked and verified against the actual site and existing features 3.3 Layout of services is recognised, depths checked against the site or construction plan and discrepancies are reported to the supervisor and the relevant industry 3.4 Finishing levels, provision for drainage and irrigation, and drainage head of the site are identified and checked against the construction plan to ensure nominated levels are workable 3.5 Measurements are checked against the construction plan, the construction area is pegged out and variances are notified to the supervisor according to enterprise work procedures

4 Survey the construction site	4.1 Surveying equipment is set up and used according to industry standards 4.2 Existing levels are surveyed and recorded accurately and legibly according to industry standards 4.3 New levels are set according to specifications and pegs placed according to industry convention
5 Conduct basic soil analysis	5.1 Soil tests are undertake using representative samples and according to testing instrument instructions and enterprise work procedures 5.2 Samples are labelled according to consultants directions and enterprise work procedures 5.3 Results are accurately and legibly recorded and reported according to enterprise work procedures
6 Excavate the construction site	6.1 Excess soil is removed and the construction site cleared with the stockpile being places in a designated area according to enterprise work procedures 6.2 The base is graded to the level and slope specified in the base design 6.3 The base of the profile is consolidated to achieve uniform compaction over the entire site according to the construction plan
7 Install soil profile	7.1 Drainage systems and sub-surface irrigation system components and fittings are installed to the required depth and design specified in the construction plan 7.2 Remaining profile layers are installed with each layer compacted and reflecting the final contour, and the interface between layers is uniform and unbroken according to the construction plan and enterprise work procedures 7.3 The finishing soil surface is given a final levelling and consolidated, ready for planting, according to the construction plan and enterprise work procedures
8 Apply soil amendments	8.1 Quantities of material required are to be spread over the designated area are calculated and measured according to the construction plan 8.2 Equipment is calibrated according to manufacturers guidelines to distribute the required amount of material over the designated area 8.3 Soil amendment is prepared according to enterprise work procedures, mixed thoroughly and applied evenly over the designated area

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
High performance turf playing surfaces	may include • golfing greens • cricket pitches • purpose built sporting facilities
Construction methods	may include • natural or artificial drainage • perched waterable construction method • pure sand construction • the United States Golf Association (USGA) or modified United States Golf Association construction methods
Enterprise work procedures	may include • supervisors oral or written instructions • construction program • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDS) • manufacturers service specifications and operators manuals • waste disposal • recycling and reuse guidelines • Occupational Health and Safety procedures
Materials	may include • root zone • irrigation and drainage materials • soil amendments such as gypsum, lime or zeolite • artificial fibre • organic matter • mineral fertiliser • turf grinds • lock sand and fibre turf

Tools, equipment and machinery	may include • rakes • shovels • spades • wheelbarrows and hoses • bobcats • ditch witch • backhoes • front-end loaders • graders • trucks • hydraulic trailers • tractors • three-point linkage equipment
Occupational Health and Safety hazards	may include • disturbance or interruption of services • solar radiation • dust • noise • soil and water micro-organisms • chemicals and hazardous substances • manual handling • moving machinery and machinery parts • uneven surfaces and flying objects
Safety equipment	may include • signage • barriers
Personal protective equipment (PPE)	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • hearing protection • sunscreen lotion • hard hat

Occupational Health and Safety requirements	may include - identifying hazards - assessing risks and implementing controls - cleaning - maintaining and storing tools, equipment and machinery - appropriate use of personal protective equipment including sun protection - safe operation of tools, equipment and machinery - safe handling, use and storage of chemicals and hazardous substances - correct manual handling - basic first aid - personal hygiene and reporting problems to supervisors
Environmental implications	may include - beneficial environmental impacts where drainage and irrigation reduces excess water, nutrient and chemical flow into the external environment including - natural waterways - enable recycling of water run-off thus minimising the draw on water resources - construction of a soil profile with more efficient water and nutrient utilisation than the original soil profile of the site - detrimental environmental impacts may arise where - surface construction activities produce excess noise, dust or water - the drainage and irrigation systems do not optimise water use because of incorrect installation or design faults such as irrigation overspray or inefficient drainage - where new sites are established for sporting enterprises, the interruption of native corridors and degradation of the ecosystem edge may compromise existing native ecosystems
Clean and safe work area	may include - disabling unused tools, equipment and machinery and storing neatly out of the way of construction activities - safely storing materials on site - using signage and safety barriers during and removing after construction activities are completed - swiftly and efficiently removing and processing debris and waste from the work area
Features	may include - permanent fixtures - buildings - site aspect - shade - trees and tree roots

Services	may include • water supply • gas • power (electricity) • telecommunications • irrigation • stormwater and drainage
Surveying equipment	may include • automatic level • laser level • dumpy level • Cowley level • staff • boning rods • pegs • notebook • pencil • calculator
Soil tests	may include tests for • pH • salinity • texture and soil type • samples may include plugs and core samples • test kits may include a dry test, Commonwealth Scientific Industrial Research Organisation (CSIRO) kits, EC meters and pH kits
Base design	may include • one way fall • a rooftop • multiple rooftop • V inverted saucer design
Drainage systems	may include • earthenware • Polyvinyl chloride (PVC) • surface • sub-surface • spoon • agricultural • strip • aggregate • pits • mole plough • sand slit • sub-surface cultivation

Irrigation systems	may include • tow lines • trailing irrigation • pop-ups • automatic • sprinkler • spray • drip and hand held hose
Finishing soil surface	may include • matching levels of soil with the required final levels • aligning the surface with pegs • ensuring that no depressions exist and the area is consolidated
Quantities	measuring equipment may include • scales • package size • trucks and volume
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of constructing a soil profile for a high performance turf surface - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - prepare for construction activities - supervise work groups - set out, survey, test and excavate the construction site - install the soil profile and apply soil amendments ready for the establishment of high performance turf playing surface - transfer the skills and knowledge required to construct a soil profile to a different work environment, eg, this could include different playing surfaces, soil profiles and workplaces
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Competencies relevant to the job function
Required knowledge and skills	- Required knowledge - Practical understanding of the range and use of materials, tools and equipment and machinery available to the enterprise for construction of soil profiles including soil amendments and base construction materials - Practical understanding of the range of construction methods that may be used to construct soil profiles for high performance turf surfaces, and the association of construction methods with site limitations, environmental implications and end use of the turf surfaces - Practical understanding of surveying principles and techniques - Soil testing techniques and the application of results to the construction process - Awareness of the comparative environmental implications associated with construction and excavation activity, drainage and irrigation systems, soil amendments and waste disposal procedures - Required skills - Communicate effectively with work team members, supervisors, contractors and consultants - Interpret and draft basic plans - Utilise proforma reporting, analyses and work procedure documents - Understand design symbols and information - Measure materials, interpret site and construction plan specifications, survey and assess site measurements, and interpret and apply test results

	○ Coordinate work group, contractors and own activities to sequentially and effectively complete construction in a timely and cost effective manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to coordinate construction activities with further clarification sought from the supervisor, contractors and consultants where necessary • Communicating ideas and information - Written, oral and telecommunication of ideas and information relating to construction activities and problems encountered will be required with the supervisor, work group, contractors or consultants • Planning and organising activities - Work activities for the work group, contractors and self will be planned prior to and adjusted during the construction program • Working with teams and others - The construction program will involve facilitating and leading members of a team to complete the construction on time and budget • Using mathematical ideas and techniques - Mathematical application will be required to calculate the spatial and logistical requirements of the construction program • Solving problems - Site contingencies, personal difficulties and timeline failures may require problem solving techniques • Using technology - Technological understanding will be required to access and apply design specifications, undertake construction activities, communicate and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF3012A	IMPLEMENT A PLANT NUTRITION PROGRAM
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of implementing a plant nutrition program in the horticultural industry.

Implementing a plant nutrition program is likely to be under limited supervision from others and with checking only related to overall progress. The implementation of a plant nutrition program at this level requires the application of extensive horticultural knowledge and a broad range of horticultural skills. The work is usually done within a program, routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions and the achievement of outcomes within time and budgetary constraints.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for implementation of the plant nutrition program	1.1 Goals and target site for implementation of the plant nutrition program including soils , plant species and varieties are identified according to enterprise work procedures 1.2 Materials for soil and plant treatments available to the enterprise are identified and the storage site or supplier details located 1.3 Services are located using site plans and in consultation with the supervisor 1.4 Occupational Health and Safety hazards are identified, risks assessed, controls implemented and reported to the supervisor 1.5 Suitable personal protective equipment (PPE) is selected, used and maintained
2 Monitor soil pH	2.1 Soil pH in the implementation site is monitored in relation to plant nutrition and according to enterprise work procedures 2.2 Products useful in changing soil pH are identified, compared, selected and sourced according to enterprise work procedures 2.3 Product application methods are assessed according to the product type, soils, enterprise work procedures and in due consideration of the environmental implications
3 Determine nutritional problems in plants	3.1 Common nutrient deficiency and toxicity problems in plants are identified using visual inspection 3.2 The supervisor and/or nutritional specialist are consulted as required to determine causes of nutritional or toxicity problems 3.3 Soil ameliorants to improve soil fertility are identified, compared, selected and sourced according to enterprise work procedures
4 Prepare to use fertilisers	4.1 The fertiliser to be used is selected according to fertiliser type, soils, enterprise work procedures and in due consideration of the environmental implications 4.2 Fertiliser application methods are assessed according to fertiliser type, soils enterprise work procedures and in due consideration of the environmental implications 4.3 Fertiliser are applied according to the plant growing cycle and the enterprise fertiliser calendar 4.4 Fertilisers are handled and stored safely in a manner that minimises detrimental environmental impact and according to enterprise work procedures

5 Prepare application equipment	5.1 Tools, equipment and machinery are selected according to enterprise work procedures 5.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures 5.3 Tools, equipment and machinery are calibrated and adjusted according to manufacturers guidelines and enterprise work procedures
6 Apply specific products at appropriate rates	6.1 Specific products are selected based on their analysis to meet plant needs according to enterprise work procedures 6.2 Product application rates are calculated to optimise plant benefit and minimise environmental impact according to manufacturers specifications and enterprise work procedures 6.3 Specific products are applied at the correct rate, timing and method according to the product type and analysis, manufacturers specifications, enterprise work procedures and in due consideration of the environmental implications 6.4 Product applications are recorded according to enterprise work procedures 6.5 Target plant response to the plant nutrition program, as well as any non-target effects, such as environmental impact or pest responses, are monitored, documented and reported to the supervisor according to enterprise work procedures

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
Soils	may include • field soil sites • specialist growing media
Enterprise work procedures	may include • supervisors oral and written instructions • plant nutrition program • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDS) • manufacturers service specifications and operators manuals • waste disposal, recycling and reuse guidelines • Occupational Health and Safety procedures
Materials	may include • those to modify soil pH • soil ameliorants to improve soil fertility • fertilisers to meet the nutritional requirements of plants
Services	may include • water supply • gas • power (electricity) • telecommunications • irrigation • stormwater • drainage

Occupational Health and Safety hazards	may include • disturbance or interruption of services • solar radiation • dust • noise • soil • air and water borne micro-organisms • chemicals and hazardous substances • sharp hand tools and equipment • manual handling • moving vehicles • machinery and machinery parts • flying objects and uneven surfaces
Personal protective equipment (PPE)	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • spray clothing • hearing protection • sunscreen lotion • hard hat
Products useful in changing soil pH	may include • ground limestone • dolomite • a range of fertilisers
Applications methods	may include • banding • broadcasting • ripping • spraying • fertigation

Environmental implications	over-spraying or run-off may result in • overload or excess water to native plants • natural waterways • water tables and ecosystems • water erosion • water logging • salinisation responsible fertilisation and water practices may • help to reverse previous environmental degradation by allowing natural recovery • regeneration of native ecosystems
Soil ameliorants	may include • cover crops • animal manures • gypsum • lime
Fertilisers	may include • solids • liquids or gases, artificial, organic, applied directly to the soil or to the plant via foliar sprays
Fertiliser application methods	may include • banding • broadcasting • ripping • spraying • fertigation

Tools, equipment and machinery	monitoring equipment may include • pH test kit • electronic pH testing device • hand held salinity or EC meter • tape measure • sample bags • plastic overlays • aerial photographs • charts and tables of soil characteristics and plant soil parameters • chart illustrations of the symptoms of plant nutrient deficiencies and toxicities application equipment and machinery may include • backpack spray equipment • tractors and trailed or three point linkage spreaders • seeders • rippers and spray equipment • pumps and pump fittings • irrigation systems set up for fertigation
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of implementing a plant nutrition program, requires evidence that a person can apply a broad range of horticultural skills and knowledge - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment - In particular, assessment must confirm the ability to - assess the nutritional health of plants grown by the enterprise - access and apply appropriate products to plants and soils to meet the goals and objectives of the plant nutrition program - transfer the skills and knowledge required to implement a plant nutrition program to different work environment, eg, this could include different plant species, nutrition programs and enterprise situations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Competencies relevant to the job function
Required knowledge and skills	- Required knowledge - The relationship between soil characteristics and the availability of nutrients, including macro and macro elements, to plants - Nutrient cycling and its practical relevance to the specific plants and soils used in the enterprise - Methods of nutrient uptake by plants - Nutrients required by plants grown within the enterprise and the affects of nutrient deficiency and toxicity on individual plant species and varieties including visual symptoms - Soil ameliorants commonly required to treat the soil problems experienced by the enterprise - Plant diseases including commonly occurring regional diseases, target plant species, seasonality, history of the site and visual disease symptoms - The main simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, application rates and costs - The environmental implications for the external environment of soil ameliorant and fertiliser use, which may include over-spraying, run-off, nutrient overload, erosion, toxicity, noise and dust - Required skills - Communicate with work team members, supervisors, contractors and suppliers, interpret manufacturers and plant nutrition program specifications, utilise proforma reporting, analysis and work procedure documents, and understand labels and symbols - Estimate treatment and product requirements, material sizes and quantities, interpret specifications, and calculate areas, ratios, proportions and application rates

	○ Coordinate own activities with the requirements and schedules of the work group and contractors to sequentially and effectively implement the plant nutrition program in a timely and cost effective manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competency in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures, plant nutrition program specifications and site plans should be consulted, interpreted and applied to coordinate plant nutrition activities with further clarification sought from the supervisor when necessary • Communicating ideas and information - Written, oral and telecommunication of ideas and information relating to the plant nutrition program and problems encountered will be required with the work group, supervisor, contractors and suppliers • Planning and organising activities - Work activities for the work group, contractors and self will be planned prior to and adjusted during the plant nutrition program • Working with teams and others - The plant nutrition program may involve facilitating and leasing members of a team to complete the program on time and budget • Using mathematical ideas and techniques - Mathematical application will be required to calculate and apply the spatial and logistical requirements of the plant nutrition program • Solving problems - Nutritional deficiencies and toxicities, the selection and sourcing of treatment products, coordination with the work group and work activities may require negotiation and the ability to devise alternative courses of action • Using technology - Technological understanding will be required to access and apply program specifications, undertake plant nutrition activities, communicate, report and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF3023A	MONITOR TURF HEALTH
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of monitoring the health and condition of a range of multi-use and high performance sports turf playing surfaces.

The monitoring of turf health is likely to be under limited supervision from others with checking only related to overall progress. The work involves the application of extensive horticultural knowledge and a broad range of horticultural skills.

Monitoring is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work services, actions and the achievement of outcomes within time and budgetary constraints.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for monitoring activities	1.1 The turf site to be monitored, nature and regularity of monitoring, and time constraints for delivering reports are identified according to enterprise work procedures 1.2 Plan tissue and soil analysis consultants are identified and their sampling specifications determined in consultation with the supervisor and/or consultants 1.3 Monitoring tools and equipment are selected according to enterprise work procedures 1.4 Pre-operational and safety checks are carried out on tools and equipment according to manufacturers specifications and enterprise work procedures 1.5 Occupational Health and Safety hazards are identified, risk assessed, controls implemented and reported to the supervisor 1.6 Suitable personal protective equipment (PPE) is selected, used and maintained
2 Collect soil and plant tissue samples	2.1 Samples for off-site testing are collected from a representative area and prepared, packaged, accurately labelled and dispatched according to consultants requirements and enterprise work procedures 2.2 On-site soil tests are performed according to testing instrument instructions, industry codes of practice and enterprise work procedures 2.3 Divots are replaced from soil sampling sites and waste materials disposed of according to enterprise work procedures 2.4 Sampling tools and equipment are cleaned of all residue and returned to storage according to manufacturers' specifications and enterprise work procedures 2.5 Results of analysis are recorded and compared with acceptable parameters according to researched and experimental awareness 2.6 Recommendations are determined for remedial action to address analytically identified deficiencies and to meet target chemical balances, according to researched and experimental awareness and enterprise work procedures

3 Visually monitor turf health	3.1 Monitoring of turf health is undertaken according to Occupational Health and Safety requirements 3.2 Health indicators of the turf are assessed visually with references to researched and experimental awareness, site conditions, seasonal conditions and according to enterprise work procedures 3.3 Deficiencies in turf quality are identified visually with reference to researched and experimental awareness, site conditions, seasonal conditions and according to enterprise work procedures 3.4 Reports and recommendations are made to the supervisor according to enterprise work procedures

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
Enterprise work procedures	may include • supervisor's oral or written instructions • monitoring program • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDS) • manufacturers' service specifications and operator's manuals • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures
Tools and equipment	may include • soil coring tools • probes • field testing equipment such as pH kits and EC meters
Occupational Health and Safety hazards	may include • solar radiation • soil-borne micro-organisms • chemicals and hazardous substances • manual handling • sharp hand tools and equipment • uneven surfaces
Personal protective equipment (PPE)	may include • hat • boots • overalls • gloves • goggles • face mask • sunscreen lotion

Soil tests	may include • tests for pH • salinity • texture and soil type • plugs and core samples • dry test • Commonwealth Scientific Industrial Research Organisation (CSIRO) kits • EC meters • pH kits
Waste materials	may include • soil or plant-based materials • packaging materials of plastic and paper
Residues	may include • plant and soil-based residues • detergents or other cleaning chemicals
Researched and experimental awareness	may be increased through • consultation with team members • the supervisor • own knowledge • specific literature • supplier specifications • local historical performance data • industry best practices guidelines
Remedial action	may include • chemical • organic • manual action to repair assessed deficiencies in turf nutrition, health and quality • methods to minimise the environmental impact of the intervention procedure

Occupational Health and Safety requirements	may include • identifying hazards • assessing risks and implementing controls • cleaning, maintaining and storing tools and equipment • appropriate use of personal protective equipment including sun protection • safe operation of tools and equipment • safe handling, use and storage of chemicals and hazardous substances • correct manual handling • basic first aid • personal hygiene • reporting problems to supervisors
Health indicators	may include • turf strength • wear tolerance • growth rate • plant density • colour • recovery rate
Site conditions	may include • soil types • moisture content • pH levels • salinity • texture • compaction • aspect • pollutants • toxicity • climate • buildings • road works • shade and competing plants such as trees and tree roots
Seasonal conditions	may include • day length • warmth • dormancy • frost • rainfall

Turf quality	may include • upright growth • apparent stress and uniformity • variation in the growing pattern
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in monitoring turf health • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable in the learner's work environment • In particular, assessment must confirm the ability to ○ organise and coordinate selection of equipment ○ sample collection ○ visual observation and analysis services to achieve monitoring outcomes with time constraints ○ use and care for monitoring equipment ○ interpret and apply monitoring observations ○ provide analytical results required in implementing a turf health program ○ identify plant pests and disease symptoms and the relation to levels of turf health may also be useful in determining the threshold at which to apply control measures when implementing an Integrated Pest Management program
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ Practical understanding of soil and plant tissue analysis as a monitoring and turf management tool, the main elements of analysis and their significance as indicators of nutritional deficiency and toxicity ○ Awareness of the role of trace elements and nutrients required by turf grass plants and symptoms of toxicities and deficiencies ○ Turf grass diseases, including commonly occurring regional diseases, seasonality, history of site and visual disease symptoms ○ Main, simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, rates and cost ○ Rates and regularity of recommended fertiliser and pesticide application to achieve optimum plant health objectives, while minimising external environmental impact through leaching, excessive spraying and overuse • Required skills ○ Communicate with work members, supervisors and consultants ○ Utilise proforma reporting, analysis and work procedure documents

	○ Measure materials, and interpret specialisations and analytical results ○ Coordinate work groups, consultants and own activities to sequentially and effectively complete monitoring in a timely and cost effective manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ tools and equipment ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and turf health literature should be consulted, interpreted and applied to coordinate monitoring activities with further clarification sought from the supervisor when necessary • Communicating ideas and information - Written, oral and telecommunication of ideas and information relating to monitoring activities and problems encountered will be required with the work group, supervisor and consultants • Planning and organising activities - Work activities for the work group, consultants and self will be planned prior to and adjusted during the monitoring program • Working with teams and others - Maintenance and repair work to improve turf surfaces rely on the application of monitoring results and recommendations • Using mathematical ideas and techniques - Mathematical application will be required when quantitatively interpreting analytical results and observations, assessing the level of damage to the turf and calculating the amount of remedial chemical or manual intervention that may be required • Solving problems - Problems in turf health and quality of appearance will require techniques such as ongoing setting of targets for improvement and recommendations for action to meet those targets • Using technology - Technological understanding will be required to use monitoring tools and equipment, interpret test results, assess turf health, report, recommend remedial action and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF3027A	RENOVATE SPORTS TURF
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of renovating sports turf. Renovation of sports turf is likely to be under limited supervision from others with checking only related to overall progress. The work requires the application of extensive horticultural knowledge and a broad range of horticultural skills. Turf renovation is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions and the achievement of outcomes within time and budgetary constraints.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the turf renovation program	1.1 The turf renovation site and renovation program are identified according to the site plan and enterprise work procedures 1.2 Turf and renovation materials are selected according to enterprise work procedures 1.3 Occupational Health and Safety hazards are identified, risks assessed, controls implemented and reported to the supervisor 1.4 Suitable safety and personal protective equipment (PPE) are selected, used and maintained
2 Prepare renovation equipment	2.1 Tools, equipment and machinery are selected according to enterprise work procedures 2.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures 2.3 Tools, equipment and machinery are calibrated and adjusted to manufacturers guidelines and enterprise work procedures
3 Implement the renovation program	3.1 Enterprise work team and contractors are identified and work tasks are coordinated in a sequential, timely and effective manner in consultation with the supervisor 3.2 Work pattern is planned to cover the renovation site in an efficient, sequential and coordinated manner according to enterprise work procedures 3.3 Renovation tasks are undertaken according to Occupational Health and Safety requirements and with due consideration of the environmental implications 3.4 Renovation tasks are monitored and remedial action is undertaken where necessary to achieve program objectives 3.5 A clean and safe work area is maintained throughout and on completion of work
4 Complete renovation activities	4.1 Waste material is removed from the renovation site and disposed of in an environmentally aware and safe manner according to enterprise work procedures 4.2 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures 4.3 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures

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
Renovation program	may include • fertilising • over-sowing • turf plant replacement • top dressing • watering • levelling • scarifying • de-thatching • checking surface and/or sub-surface drains and soil aeration
Enterprise work procedures	will be based on sound horticultural principles and practices and may include • supervisors oral or written instructions • renovation program • enterprise standard operating procedures (SOP) • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets (MSDS) • manufacturers service specifications and operators manuals • waste disposal • recycling and re-use guidelines • Occupational Health and Safety procedures
Turf materials	may include • cool or warm season turf seed or plants of the species and cultivar specified by the supervisor and/or the turf renovation program
Renovation materials	may include • sand • organic matter • fertilisers • soil ameliorants such as gypsum and lime

Occupational Health and Safety hazards	may include • disturbance or interruption services • solar radiation • dust • noise • soil- and water-borne micro-organisms • chemicals and hazardous substances • sharp hand tools and equipment • manual handling • moving vehicles • machinery and machinery parts • uneven surfaces • flying objects
Safety equipment	may include • signage • barriers
Physical protection equipment	may include • hat • boots • overalls • gloves • goggles • respirator or face mask • face guard • hearing protection • sunscreen lotion • hard hat
Tools, equipment and machinery	may include • hand tools such as rakes, spreaders, shovels, turf spades, rollers, wheelbarrows, hoses and hose fittings • machinery such as trailed or motorised renovating equipment, scarifiers, de-thatchers, coring machines and core harvesters, mechanical rollers, front-end loaders, trucks, hydraulic trailers, tractors and 3-point linkage equipment

Occupational health and safety requirements	may include - identifying hazards - assessing risks and implementing controls - cleaning, maintaining and storing tools, equipment and machinery - appropriate use of personal protective equipment including sun protection - safe operation of tools, equipment and machinery - safe handling, use and storage of chemicals and hazardous substances - correct manual handling - basic first aid - personal hygiene - reporting problems to supervisors
Environmental implications	turf renovation may have beneficial environmental impacts where - excess water, nutrient and chemical flow from the existing turf surface into the external environment, including natural waterways, are reduced by the application of materials to assist with soil drainage or water holding capacity detrimental environmental impacts may arise where - renovation activities produce excess noise, dust or water run-off or off-site ground water or soils are contaminated from solids, debris, nutrients, chemicals and water run-off
Clean and safe work area	tasks may include - disabling unused tools, equipment and machinery and storing neatly out of the way of renovation activities - safely storing materials on site - using signage and safety barriers during and removing after renovation activities are completed - swiftly and efficiently removing and processing debris and waste from the work area
Waste material	may include - unused renovation materials, plant debris, litter and broken components - plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures - waste may be removed to designated areas for recycling, re-use, return to the manufacturer or disposal

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of renovating sports turf • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare for renovation activities ○ coordinate work groups ○ prepare renovation tools, equipment and machinery ○ apply soil and plant treatments without damage to the existing sports turf surface ○ transfer the skills and knowledge required to renovate a sports turf surface to a different work environment, eg, this could include different turf species, renovation methods, soil types and enterprise procedures
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ How turf renovation methods can achieve enterprise and industry standards for turf surface appearance and quality relevant to the end use of the turf surface ○ Comparative environmental implications associated with renovation activity, turf and soil treatments and waste disposal procedures ○ Different planting, care and renovation scheduling requirements of cool and warm season grass species and cultivars because of the different times of the year that they are at the height of their performance • Required skills ○ Communicate with work team members, supervisors and contractors ○ Interpret and draft basic plans ○ Utilise proforma reporting, analysis and work procedures documents ○ Understand design symbols and information ○ Measure materials ○ Interpret and apply site plans and renovation program specifications ○ Coordinate work group, contractors and own activities to sequentially and effectively complete turf renovation in a timely and cost effective manner

Resource implications	- Physical resources - assessment of this competency requires access to - physical protection equipment - tools, machinery and equipment - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Enterprise work procedures and site plan should be consulted, interpreted and applied to coordinate renovation activities with further clarification sought from the supervisor when necessary • Communicating ideas and information - Written, oral and tele-communication of ideas and information relating to renovation activities and problems encountered will be required with the work group, supervisor and contractors • Planning and organising activities - Work activities for the work group, contractors and self will be planned prior to and adjusted during the renovation program • Working with teams and others - The renovation program will involve facilitating and leading members of a team to complete the renovation program on time and budget • Using mathematical ideas and techniques - Mathematical application will be required to calculate the spatial and logistical requirements of the renovation program • Solving problems - Site contingencies, personnel difficulties and timeline failures may require problem-solving techniques • Using technology - Technological understanding will be required to use renovation tools, equipment and machinery, undertake renovation activities, communicate and keep records Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF4005A	DEVELOP A SPORTS TURF MAINTENANCE PROGRAM
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of developing a maintenance program for sports turf playing surfaces. Development of a maintenance program will require consideration of soil and plant testing, site factors, plant requirements, nutrient application procedures, preparation standards, watering, rolling, mowing, monitoring plant health, Occupational Health and Safety hazards and environmental impacts.

Developing a sports turf maintenance program is likely to be undertaken without supervision with only general guidance on progress sought by managers. Responsibility for and limited organisation of the work of others involved in the program may be required.

Developing a sports turf maintenance program requires a broad range of horticultural skills and involves the application of underpinning knowledge with depth in some areas such as characteristics and cultural requirements turf plant species and cultivars and standards for sports turf presentation.

ELEMENT	PERFORMANCE CRITERIA
1 Determine additives required by performing soil and plant testing	1.1 Soil and plant tests are determined according to the requirements of the turf plant species and cultivars, climatic conditions, prevailing soil and plant conditions, enterprise guidelines and industry best practice 1.2 A soil and plant testing program is developed which defines field and off-site testing activities, task responsibilities, involvement of contractors, scheduling and desired information outcomes 1.3 Testing tasks are implemented and monitored, liaison procedures with outside testing agencies are supervised and remedial action is undertaken where necessary 1.4 Data and readings are compiled and presented in a form that can be easily read and interpreted 1.5 Seasonal issues are determined from published data on the turf plant species and cultivars, historical records, own experience and enterprise guidelines 1.6 Nutritional status of the turf plant species and cultivars is determined by analysing collected data and comparing to accepted standards
2 Identify the requirements of a sports turf maintenance program	2.1 The standards for turf presentation are clearly defined according to client requirements, enterprise guidelines and industry best practice 2.2 The different maintenance requirements during a range of conditions over the growing cycle of the turf plant are identified according to published data on the species and cultivar, historical records, own experience and enterprise guidelines 2.3 Sports turf maintenance procedures are selected to achieve the appropriate plant condition according to the standards for turf presentation 2.4 Resources, tools, equipment and machinery required for the sports turf maintenance program are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel 2.5 The most cost effective approach to maintaining the sports turf playing surface is determined 2.6 Occupational Health and Safety hazards associated with the implementation of the sports turf maintenance program are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the program 2.7 Environmental implications of sports turf maintenance activities are identified and documented in the program

3 Prepare and document the sports turf maintenance program	3.1 Detailed plan, <i>specifications</i> and quotation are prepared based on the requirements of the program and presented to management for acceptance 3.2 Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards 3.3 Detailed on-site procedures and schedules required for the sports turf maintenance program are developed and documented
4 Monitor the sports turf maintenance program	4.1 Implementation of the maintenance program is monitored to ensure enterprise standards for presentation of sports turf playing surfaces are achieved 4.2 The sports turf maintenance program is reviewed and monitored to ensure it remains responsive

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
Soil and plant tests	may include - on-site and off-site testing of the soil to determine physical characteristics such as - colour - texture - structure - depth of rootzone and depth of watertable - chemical characteristics such as - pH - salinity and nutrient and carbonate content - testing the nutrient status of plants through plant tissue testing
Clients	may include - the enterprise management - a private individual - company - community group - management committee - sporting association - government agency - combination of these entities
Range of conditions	may include - weather - seasonal influences - soil characteristics - nature and frequency of use - fertiliser history - irrigation methods and scheduling - spraying program - soil management practices
Sports turf maintenance procedures	may include - soil and turf plant tissue testing - applying nutrients - watering - rolling - mowing - monitoring turf plant health - renovating where necessary and preparing the sports turf playing surface to presentation standards

Resources	physical resources may include • soil and plant testing consumables • materials to modify soil pH • soil ameliorants to improve soil fertility • fertilisers to meet the nutritional requirements for turf species and cultivars • weed, pest and disease control materials human resources may include • paid labour • contractors • suppliers • consultants
Tools, equipment and machinery	may include • soil and plant tissue testing equipment • turf maintenance hand tools • 3-point linkage, trailed or motorised turf maintenance machinery • irrigation and drainage systems and components
Occupational Health and Safety hazards	may include • disturbance or interruption of services • solar radiation • dust • noise • air, soil and water-borne micro-organisms • chemicals and hazardous substances • sharp hand tools and equipment • manual handling • moving vehicles • machinery and machinery parts • slippery and uneven surfaces • flying objects
Controls	controls should be introduced according to enterprise Occupational Health and Safety 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 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 • reporting problems to supervisors

Environmental implications	over-spraying or run-off into the external environment may result in • nutrient overload or excess water to native plants, natural waterways, watertables and ecosystems • water erosion • water logging • salinisation beneficial impacts may include the minimisation of nutrient run-off and toxic side effects in soil and surrounding environment from • improved assessment and targeting of nutrient requirements • application techniques and rates • the reduction of toxic side effects of applied nutrients in the turf plants responsible fertilisation and watering practices may help to reverse previous environmental degradation by allowing • natural recovery • regeneration of native ecosystems
Specifications	may include • types and frequency of soil and turf plant tissue testing • a turf plant nutrition program • irrigation scheduling • mowing frequency • height of cut • pattern • mowing directions and specified equipment • rolling instructions • observable turf quality parameters for monitoring turf health • preparation procedures for achieving presentation standards
Remedial action	may include • adjustments to irrigation scheduling and nutrient application rates and methods • changes to soil management practices

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in developing sports turf maintenance program • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ analyse site factors ○ select suitable nutritional materials ○ determine techniques, resources and equipment for the maintenance of the turf to presentation standards ○ prepare implementation plans, specifications and associated documents
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ The principles and practices of maintaining a range of sports turf playing surfaces in relation to client needs and the standards required for the intended use of the surface ○ Growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions ○ Maintenance requirements and practices for specific turf plant species and cultivars after initial establishment ○ Site evaluation techniques including analysis of the condition of soils, plants and the site for turf maintenance activities ○ Nutrients required by specific turf plant species and cultivars and the affects of nutrient deficiency and toxicity on individual plant species and cultivars including visual symptoms ○ Plant diseases of specific turf plant species and cultivars ○ The characteristics of soil and other growth media types, uses and additives to enhance the available nutrition for specific turf plant species and cultivars ○ Soil ameliorants commonly required to treat the soil problems experienced by the enterprise ○ The main simple and compound fertiliser products available to the enterprise ○ Legislation and regulations relating to sports turf sites and turf maintenance activities • Required skills ○ Communication and negotiate orally and in writing with staff, managers, contractors and consultants ○ Research and evaluate information ○ Assess site factors and evaluate their impact on the development of the sports turf maintenance program

	○ Record all relevant information ○ Comply with legislative requirements ○ Document plans, specifications and work procedures and write reports for the understanding of staff, managers and contractors ○ Calculate the cost and spatial and logistical requirements of components of the sports turf maintenance program
Resource implications	• Physical resources - assessment of this competency requires access to ○ tools, equipment and machinery ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
3	3	3	3	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Information will need to be obtained from test results, research and/or suppliers. Information obtained about the specific cultural requirements of turf plants should be analysed and outcomes discussed with appropriate personnel. Information about the maintenance program should be presented as a site plan, documented plans, written work procedures, a timeline chart and schedules for maintenance activities • Communicating ideas and information - Analytical results, the growing requirements of turf plants and the selection of resources and equipment should be communicated with the manager. There is likely to be negotiation between the developer of the maintenance program and the manager to achieve the program objectives • Planning and organising activities - The development process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision making. The sports turf maintenance program should reflect the activities required to implement the program • Working with teams and others - Developing a sports turf maintenance program will involve working with other members of a team to achieve the program objectives • Using mathematical ideas and techniques - Mathematical concepts will be required to measure quantities, distances, depth and calculate areas, resources, costs, ratios, scales and application rates • Solving problems - Problems relating to testing, the growing requirements of turf plants, nature of the site, availability of resources and equipment, costs and monitoring of the program may arise during the development of the maintenance program and require remedial action • Using technology - 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 sports turf maintenance program Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTF5008A	PLAN THE ESTABLISHMENT OF SPORTS TURF PLAYING SURFACES
HRT	Horticulture

DESCRIPTION: This competency standard covers the process of planning the establishment of sports turf playing surfaces and the development of a relevant design for the site, specifications and work procedures. Planning will require consideration of client needs, site factors, plant selection and plant requirements, establishment and maintenance procedures, Occupational Health and Safety hazards and environmental impacts.

Work is likely to be under limited supervision with checking related to overall progress by senior managers. Responsibility for the work of others and team coordination may be required. Planning 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 Carry out preliminary planning activities for turf establishment	1.1 Client preferences and requirements for the sports turf playing surface are understood and confirmed 1.2 The site is assessed for biographical factors, services and site modifications 1.3 Research is conducted into turf plant species and cultivars, legal attributes and local by-laws and restrictions that may affect the plan for turf establishment 1.4 Environmental implications of the planned turf establishment works are identified and if necessary reported to relevant personnel for further research 1.5 A concept plan that reflects client preferences and requirements, and takes into account site factors and any identified environmental requirements is developed and presented to the client for discussion and approval
2 Determine requirements of turf establishment works	2.1 Plants that are appropriate to the site and consistent with the agreed concept plan are identified and the required quantity calculated, costed and availability confirmed with the supplier 2.2 Turf establishment procedures consistent with the agreed concept plan are selected according to the characteristics of available plant materials, site factors, the resources and equipment available and the environmental factors affecting the success of the turf establishment works 2.3 Design of the soil profile to support the playing surface takes into account the turf use, soil characteristics and other site and local environmental factors and includes irrigation and drainage systems that accord with enterprise irrigation and drainage plans 2.4 Management of juvenile turf is provided for according to client requirements, site capabilities and enterprise standards and encourages optimal growth 2.5 Resources, tools, equipment and machinery required for the construction of soil profiles, planting and ongoing maintenance of the sports turf playing surface are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel 2.6 Occupational Health and Safety hazards associated with the turf establishment works are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the plan 2.7 Staged implementation and development are outlined where appropriate with access for future works provided for according to client, enterprise and site requirements

	2.8 Timelines for preparations, construction of soil profiles, planting and maintenance are determined taking into account the needs of the turf species and cultivars, the softscape and hardscape components, site conditions and any other planning requirements
3 Prepare and document the turf establishment plan and specifications	3.1 Detailed plan, specifications and quotation are prepared based on horticulture conventions and the requirements of the turf establishment works and presented to the client for acceptance 3.2 Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards 3.3 Detailed on-site procedures and schedules required for the establishment of the sports turf playing surface and its ongoing maintenance are developed and documented

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
Clients	may include - the enterprise's management - a private individual - company - community group - government agency - a combination of these entities
Preferences and requirements	may include - the purpose or intended use of the sports turf playing surface - preferred turf plant species and cultivars - plant characteristics - growth habits and cultural requirements - maintenance services for the turf playing surface - budget limitations - timelines for implementation of the turf establishment works
Sports turf playing surfaces	may include - golf course surfaces - bowling greens - cricket pitches - tennis courts - other high performance surfaces and multi-purpose sports grounds
Biophysical factors	may include - rainfall - humidity - wind - sunlight intensity - mean temperatures - season length - soil types, structure and profiles - nutrient toxicities and deficiencies - the aspect of the site - slope - natural and artificial watercourses - other water supplies and quality - outcrops - existing plant species

Services	may include • water supply • gas • power (electricity) • telecommunications • irrigation • stormwater • drainage
Site modifications	may include • human intervention such as the placement or removal of buildings • structures • features • plants and landscaping attributes • natural events such as wildfire, flooding and drought
Research	resources may include • team members • senior managers • industry consultants • own knowledge • specific industry • technical and research literature • supplier specifications • catalogues • local historical performance data • industry best practice guidelines
Legal attributes	may include • conservation of the historical, cultural or heritage values of the site and particular features • the nature of ownership • covenants • easements
Local by-laws and restrictions	may include • prohibited plant species • restricted plant species • land-use restrictions • legal processes • requirements for site development • work activities

Environmental implications	improved weed control, drainage, irrigation and soil structure resulting from turf establishment works may benefit the surrounding environment through minimisation of • weed distribution • water logging • water and applied chemical run-off • more effective water application and use by targeted plant areas detrimental impacts that may be required components of the turf establishment works may include • nuisance level noise and emissions associated with large-scale earthworks • hardscape installation • planting activities
Turf establishment procedures	turf establishment procedures involving softscape features of the sports turf playing surface may include • construction of soil profiles • soil treatments • preparation of soil surfaces for planting • planting methods • management of juvenile turf • assessment of readiness of the turf for use turf establishment procedures involving hardscape features of the sports turf playing surface may include • installation of irrigation and/or drainage systems • the protection of plants by fencing • controlling pedestrian and vehicular traffic through the erection of signs and barriers
Resources	physical resources may include • soil and plant testing consumables • rootzone • irrigation and drainage materials • soil additives such as gypsum, lime or zeolite • artificial fibre • organic matter • mineral fertiliser • turf grids • lock sand and fibre turf • fencing materials • weed, pest and disease control materials • irrigation and drainage system components • excavation and construction materials

	human resources may include • paid labour • contractors • suppliers • consultants
Tools, equipment and machinery	may include • soil testing equipment • surveying equipment • hand tools • trailed, 3-point linkage and motorised machinery for excavation, soil treatment, planting and turf maintenance operations
Occupational Health and Safety hazards	may include • disturbance or interruption of services • solar radiation • dust • noise • soil-, air- and water-borne micro-organisms • chemicals and hazardous substances • sharp hand tools and equipment • manual handling • moving vehicles • machinery and machinery parts • slippery and uneven surfaces • flying and falling objects
Controls	controls should be introduced according to enterprise Occupational Health and Safety policies and procedures and may include • identifying hazards • assessing and reporting risks • cleaning, maintaining and storing 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 • reporting problems to managers
Staged implementation	may include • gradual establishment of turf surfaces in a sporting complex • planting during different times and provision of access for future works

Quotation	may include • a bill of quantities • costs of labour, equipment and machinery • professional and sub-contracted services the bill of quantities may include • unit costs • sub-contractor estimates • quantity calculations • brief specification of materials • contingency items • prime cost items • development and/or consolidation works
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in planning the establishment of sports turf playing surfaces • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ assess site factors ○ select suitable plant species ○ determine resources and equipment for constructing soil profiles, planting and maintenance ○ prepare plans, specifications, quotations and associated documents ○ transfer the skills and knowledge required to plan turf establishment works to a different work environment, eg, this could include different turf species, playing surfaces and enterprise procedures and policies
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Competencies relevant to the job function
Required knowledge and skills	• Required knowledge ○ The principles and practices of establishing and maintaining a range of sports turf playing surfaces in relation to client needs and the standards required for the intended use of the surface ○ Construction procedures, plant selection and cultural practices for sports and turf playing surfaces ○ Legislation and regulations relating to sports turf sites and turf establishment works ○ Site evaluation techniques including analysis of the condition of soils, plants and the site for turf establishment activities ○ Growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions ○ Maintenance requirements and practices for specific turf plant species and cultivars prior to and after initial establishment ○ Surveying principles and techniques ○ The role of project briefs and client consultation processes in planning turf establishment works • Required skills ○ Communicate and negotiate orally and in writing with the client, staff, managers, suppliers, contractors and consultants ○ Research and evaluate information ○ Record all relevant information ○ Calculate the cost and spatial and logistical requirements of components of the turf establishment works

	○ Document plans, specifications and turf establishment work procedures and write reports for staff, managers, clients and contractors ○ Comply with legislative requirements
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over a Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the 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 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
3	3	3	3	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the turf establishment works should be analysed and outcomes discussed with the client and other members of the work team. Information about turf establishment works should be organised and presented as a site plan, documented plans, quotation, written work procedures and timeline chart and schedules for turf establishment activities • Communicating ideas and information - Results of the analysis of the site and selection of plants and hardscape components should be communicated with the client orally and in writing. There is likely to be negotiation between the developer of the turf establishment plan and the client to achieve objectives • Planning and organising activities - 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 turf establishment works should reflect the activities required to implement the works. • Working with teams and others - Planning the establishment of sports turf playing surfaces may involve working with other members of a team to achieve the desired outcomes • Using mathematical ideas and techniques - Mathematical concepts will be required to measure quantities, distances, depth and calculate areas, resources, costs, ratios, scales, planting and application rates • Solving problems - Problems relating to the requirements of the client, nature of the turf establishment site, availability of resources and equipment, costs and environmental issues may arise during planning of the turf establishment works • Using technology - 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 turf establishment plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

INNOVATION

INN

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BSBCMN210A	IMPLEMENT IMPROVED WORK PRACTICES
INN	Innovation

DESCRIPTION: This unit covers the skills and knowledge to solve routine work problems, to contribute ideas for improved work practices and to participate in the implementation of changes to work practices. This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

ELEMENT	PERFORMANCE CRITERIA
1 Clarify ideas for communication	1.1 Advantages, disadvantages and consequences of ideas are identified 1.2 Options are considered and discussed with colleagues 1.3 Feedback results in reflection and improvement of ideas 1.4 Methods of communicating ideas are considered
2 Solve routine work problems	2.1 Creative and responsive solutions are discussed to solve routine work problems or to improve current work practices 2.2 Solutions are reported and discussed with designated persons/groups 2.3 Available resources and support are accessed to assist in formulating solutions
3 Participate in planning the introduction of change	3.1 Positive contributions are made to the planning processes to improve work practices 3.2 Plans to introduce change are discussed with designated persons/groups 3.3 The organisational objectives and plans to introduce change are clearly understood and supported
4 Support the implementation of change	4.1 Required changes to work practices and procedures are responded to positively and promptly in accordance with organisational requirements 4.2 Benefits of change are promoted and endorsed both within and outside the work group 4.3 The results of implemented change are reported to the designated persons/groups 4.4 Any skill or knowledge gaps are identified and acted upon in time to support the change 4.5 Contributions to alternative approaches to managing workplace issues are identified

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Designated persons/groups	are • those who have the authority to adjust plans
Change	may include • work processes and procedures • implementation of new work practices and/or services • organisational restructures • introduction of new technology • change in work location • new client base • staffing changes • job role changes • work priorities
Organisational requirements	may be included in • goals, objectives, plans, systems and processes • business and performance plans • legal and organisational policy/guidelines and requirements • access and equity principles and practice • ethical standards • Occupational Health and Safety policies, procedures and programs • quality and continuous improvement processes and standards • defined resource parameters

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to solve routine work problems, to contribute ideas for improved work practices and to participate in the implementation of changes to work practices • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ contribute ideas and discuss and modify them ○ adapt to changing situations experienced in the workplace ○ access learning opportunities to improve performance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBCMN312A Support innovation and change
Required knowledge and skills	• Required knowledge ○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of the importance of contributing to improved work practices ○ Understanding the organisation's processes and procedures to plan and implement change ○ Knowledge of sources of change and their impact on the organisation ○ Understanding how to respond positively to new situations and/or challenges • Required skills ○ Literacy skills to write simple instructions for routine tasks and reading and understanding organisational procedures ○ Communication skills including active listening, questioning and clarifying, presenting and reporting new ideas; accept positive and negative feedback ○ Ability to listen to the ideas and opinions of others with an open mind ○ Problem solving skills to solve routine work problems ○ Team work skills to work effectively with individuals and teams/groups ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit

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	2	2	1	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To support implementation of change • Communicating ideas and information - To suggest improvements to work practices • Planning and organising activities - To implement change • Working with teams and others - To contribute to discussion for planning implementation of change • Using mathematical ideas and techniques - To make calculations associated with implementing change • Solving problems - To address difficulties arising from change • Using technology - To assist in the management of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBCMN312A	SUPPORT INNOVATION AND CHANGE
INN	Innovation

DESCRIPTION: This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change.

This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

ELEMENT	PERFORMANCE CRITERIA
1 Clarify ideas to improve work practices	1.1 Advantages, disadvantages and consequences of ideas are identified 1.2 Options are considered and discussed with colleagues 1.3 Feedback is reflected and used to improve ideas 1.4 Methods of communicating ideas are considered
2 Advise on innovative work practices	2.1 Advice is clear and consistent with organisational requirements 2.2 Advice provided is realistic and relevant within context of current work practices and objectives 2.3 Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change 2.4 Information about risk factors is used to identify potential constraints 2.5 Feedback on innovations is obtained from designated individuals and groups
3 Support implementation of new work practices	3.1 Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines 3.2 Business technology is used to manage and provide access to information on progress towards objectives of change 3.3 Mentoring and coaching is provided to support individuals and groups in the introduction of change 3.4 Consultation is undertaken with individuals and teams to promote participation in change 3.5 Advice is provided on the impact of change in a manner accessible to designated personnel

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
They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Organisational requirements	may be included in • quality assurances and/or procedures manuals • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • Occupational Health and Safety policies, procedures and programs • business and performance plans • anti-discrimination and related policy • access and equity principles and practice • ethical standards • quality and continuous improvement processes and standards • defined resource parameters • consultation and communication processes
Roles and responsibilities	may include • job description and employment arrangements • organisation's policy relevant to work role • team structures • supervision and accountability requirements including Occupational Health and Safety • skills, training and competencies • Code of Conduct
Change	may include • implementation of new work practices and/or services • organisational restructures • introduction of new technology • change in work location • new client base • staffing changes • job role changes • work priorities

Risk factors	may include • disturbances to workflow • confusion/loss of confidence • cost blow out • supplier problems • product/service delivery problems • time delays
Feedback on innovations	may be obtained from • customer satisfaction surveys • interviews • comments from colleagues • analysis of qualitative/quantitative data • recommendations • management decisions • quality assurance data
Designated individuals and groups	may include • supervisor • clients • colleagues • external organisation • committee • line management
Business technology	may include • computers • computer applications • fax • email • internet/extranet/intranet
Mentoring and coaching	may include • providing feedback to another team member • fair and ethical practice • non-discriminatory processes and activities • respecting the contribution of all participants and giving credit for achievements • presenting and promoting a positive image of the collective group • problem solving • providing encouragement

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to contribute ideas for improved work practices and to support the implementation of innovation work practices to effect change • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ demonstrate ideas for change are communicated effectively ○ give feedback and advice to colleagues on processes of implementation ○ organise change is supported
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBCMN210A Implement improved work practices ○ BSBCMN412A Promote innovation and change.
Required knowledge and skill	• Required knowledge ○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Understanding the organisation's policies, plans and procedures ○ Knowledge of own roles and responsibilities ○ Understanding the context of change ○ Principles and techniques of identifying strengths and weaknesses ○ Understanding the impacts of change ○ Knowledge of critical success factors and how they relate to change ○ Processes to interpret and apply feedback ○ Principles and techniques of goal setting and recording priorities • Required skills ○ Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding ○ Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information ○ Communication skills including active listening, questioning and clarifying, presenting and reporting ○ Ability to accept positive and negative feedback ○ Planning skills to organise work priorities and arrangements ○ Team work skills for working as a member of a team during periods of change ○ Consultation skills to maintain effective relationships during periods of change

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope as defined by the Range Statements • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit

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	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To measure self-performance • Communicating ideas and information - With members of the work team • Planning and organising activities - For self • Working with teams and others - In completing scheduled tasks • Using mathematical ideas and techniques - As an aid to measure and schedule tasks • Solving problems - As an aid to self-development • Using technology - To manage scheduling of tasks Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBCMN412A	PROMOTE INNOVATION AND CHANGE
INN	Innovation

DESCRIPTION: This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and develop opportunities for improved work practice	1.1 Options for change incorporate identified improvements to work practices and procedures 1.2 Risk factors affecting change are analysed to identify potential constraints 1.3 Change is planned and resourced to promote the introduction and management of new processes 1.4 Benefits of change are clear and consistent with organisational requirements 1.5 Timelines and targets for implementation are realistic and support the achievement of change
2 Lead team to foster innovative work practices	2.1 Team members are selected to maximise innovative opportunities 2.2 Work assignments are organised to facilitate innovative work skills 2.3 Team members are provided with guidance and coaching on innovation in the workplace 2.4 Models of innovative work practice are provided and discussed
3 Facilitate commitment to workplace change	3.1 Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes 3.2 Goals and objectives of change are communicated clearly and promptly to individuals and teams 3.3 Business technology is used to manage and provide access to information on progress towards objectives of change 3.4 Mentoring and coaching is provided to support individuals and groups in introduction of change 3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups 3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change

4 Monitor and evaluate change	4.1 Organisation's systems and technology are used to <i>monitor progress</i> towards objectives 4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation 4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people 4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate 4.5 <i>Evidence and information</i> on the impact of change is accurate, relevant and reported within organisational requirements 4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate <i>negotiation skills</i> 4.7 Systems, records and reporting procedures are maintained according to organisational requirements 4.8 Feedback on individual and group work practices is prompt and constructive

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
They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Change	may include • implementation of new work practices and/or services • organisational restructures • introduction of new technology • change in work location • new client base • staffing changes • job role changes • work priorities
Innovative work skills	are • the skills required to come up with and develop new ideas or the new use of an old idea, they include ○ interpretation ○ conceptualisation ○ representation ○ reflection ○ evaluation
Organisational requirements	may be included in • quality assurances and/or procedures manuals • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • Occupational Health and Safety policies, procedures and programs • business and performance plans • anti-discrimination and related policy • access and equity principles and practice • ethical standards • quality and continuous improvement processes and standards • defined resource parameters • consultation and communication processes

Risk factors	may include • disturbances to workflow • confusion/loss of confidence • cost blow out • supplier problems • product/service delivery problems • time delays
Business technology	may include • computer • internet/extranet/intranet • email • software • answering machine • fax machine • telephone
Mentoring and coaching	may include • providing feedback to another team member • fair and ethical practice • non-discriminatory processes and activities • respecting the contribution of all participants and giving credit for achievements • presenting and promoting a positive image of the collective group • problem solving • providing encouragement
Monitoring progress	may include • weekly reports • monthly reports • consultative groups • Occupational Health and Safety • union delegates • financial departments • public profiles
Evidence and information	may include • customer surveys • employee satisfaction • industrial disputes • supplier feedback • productivity measures • cost savings • market share data

Negotiation skills	may include • assertiveness • collaboration • solution designing • confidence building • conflict reduction • stress management • empathising
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge required to promote the use and implementation of innovation work practices to effect change - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment - In particular, assessment must confirm the ability to - analyse and evaluate problems associated with change - develop processes to introduce change - establish plans and schedules to achieve to objectives of change - present information on the causes and introduction of the change - communicate priorities, goals and objectives - gather evidence on the effect of change
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - BSBCMN312A Support innovation and change
Required knowledge and skills	- Required knowledge - The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Understanding of common effects of change and innovation in the workplace - Understanding of industrial and organisational context of change - Understanding of organisation's policies, plans, procedures and structure - Knowledge of resources required by the organisation's operations - Understanding processes to interpret and apply feedback - Knowledge of principles and techniques of goal setting and recording priorities - Knowledge of the principles of negotiation - Required skills - Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding - Planning skills to schedule work activities for the implementation of change - Team work skills for working as a member of a team during period of changes - Consultation skills for including stakeholders in the change process - Analytical skills for monitoring outcomes of change - Negotiation skills for dealing with competing objectives - Estimation skills for identifying resources necessary to support introduction of change

	○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Level at the end of this unit

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	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To set goals and objectives • Communicating ideas and information - With members of the work team • Planning and organising activities - To promote change • Working with teams and others - In completing scheduled tasks • Using mathematical ideas and techniques - As an aid to measure impact of change • Solving problems - To diagnose problems of implementation • Using technology - To manage scheduling of tasks Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBMGT608A	MANAGE INNOVATION AND CONTINUOUS IMPROVEMENT
INN	Innovation

DESCRIPTION: This unit covers sustaining an environment in which continuous improvement and learning are promoted and rewarded, including the application of relevant technology.

ELEMENT	PERFORMANCE CRITERIA
1 Review programs, systems and processes	1.1 Strategies are established to monitor and evaluate performance of key systems and processes 1.2 Detailed analyses of supply chains , operational and product/service delivery systems are undertaken 1.3 Performance measures, assessment tools and techniques are identified, analysed and acted upon 1.4 Performance reports and variance from plans are analysed for all key result areas of the organisation 1.5 Changing trends and opportunities relevant to the organisation are identified and analysed 1.6 Advice is sought from specialists , where appropriate, to identify technology and electronic commerce opportunities
2 Develop options for continuous improvement	2.1 Groups are briefed on performance improvement strategies and innovation as an essential element of competition 2.2 Creative climate and organisational learning is fostered through the promotion of interaction within and between work groups 2.3 New ideas and entrepreneurial behaviour are encouraged, tried and recognised where successful 2.4 Failure of an idea is accepted as a reasonable price during trialling; success is recognised and celebrated, and embedded into systems 2.5 Risk management and cost benefit analyses are undertaken for each option/idea approved for trial 2.6 Innovations are approved through agreed organisational processes
3 Implement innovative processes	3.1 Continuous improvement is promoted as an essential part of doing business 3.2 Impact of change and consequences for people are addressed and transition plans implemented 3.3 Objectives, timeframes, measures and communication plans are in place to manage implementation 3.4 Contingency plans are implemented in the event of non-performance 3.5 Failure is followed by prompt investigation and analysis of causes 3.6 Emerging challenges and opportunities are managed effectively 3.7 Continuous improvement systems and processes are regularly evaluated 3.8 Costs and benefits of innovations and improvements are communicated to all relevant groups and individuals

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
Legislation, codes and national standards relevant to the workplace	which may include - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice
Strategies	means long term plans which will guide the organisation in achieving its mission
Supply chain	refers to - a network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system - it spans procurement, production and distribution; views them not as discrete elements but interlinked
Performance reports	may include - financial - budget/cost variance - Occupational Health and Safety - environmental - quality - customer service - other operating parameters
Specialists	refer to those people inside and outside the organisation who are expert in the application of technology to process systems and procedures, relevant to the organisation's business
Creative climate	means a climate of high motivation, extensive expertise, deliberative and lateral thinking time to think through and test out ideas

Organisation learning	refers to the extent to which groups and individuals within an organisation are given the opportunity to learn from each other and encouraged to share their learning
Failure	means partial or total failure of an innovation or idea to meet the pre-determined objectives/outcomes
Risk management	means the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Cost benefit analyses	means a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Innovations	means - to bring in something new to the organisation - it may be an adaptation or change to a process, product, service, procedure or system, as well as something completely new
Continuous improvement	means consistently reviewing what we do in search of a better way and improving the organisation in every aspect of its activities
Resources	may include - physical - financial - human
Transition plan	means a process of communication and education to help people through major change programs which impact on the way they do their work or them personally

Contingency plan	means • a plan which will deal with the uncertainty of a proposal and will come into operation in the event of a failure or non-conformance
Emerging challenges and opportunities	means • events/incidents relating to the innovation being implemented which could lead to a less effective implementation (challenge) or greater benefits to the organisation than previously thought (opportunity)
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge required to the continuous improvement and learning, promoted and rewarded, including the application of relevant technology - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment - In particular, assessment must confirm the ability to - bring an idea into the organisation and develop an innovation is always the objective of these activities, evidence of idea creation, innovation, testing and evaluation is more critical, the innovations do not have to work for successful promotion to be evidenced - demonstrate evidence of both formal and informal consultation and participation in the search for continuous improvement is essential for this unit - demonstrate Occupational Health and Safety considerations which may include - evaluation of organisation's Occupational Health and Safety system and related policies, procedures and programs - implementation of Occupational Health and Safety management system with continuous improvement features
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Strategic planning - Supply chain management - Performance measurement - Quality management - Electronic commercial applications - Creativity/innovation theories/concepts - Risk management - Contingency plans - Continuous improvement - Required skills - Quantitative methods including queuing transport, ATM and linear programming techniques - Analytical skills to identify improvement opportunities in relation to the services/products you deliver internally or concepts/ideas in your area of expertise

	○ Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors ○ Performance measurement skills to develop and manage key performance indicators ○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks ○ Cost and benefit analysis skills to produce balanced arguments to support financial proposals ○ Contingency planning skills to ensure that the risk of failure is minimised and/or in the event of failure, the consequences are minimal ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• Physical resources - assessment of this competency requires access to ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements • Assessment must take account of the endorsed assessment guidelines • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit

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	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To undertake performance/variance analysis • Communicating ideas and information - To brief groups on performance improvement strategies • Planning and organising activities - To promote learning and interaction between work groups • Working with teams and others - To undertake risk management and cost benefit analysis • Using mathematical ideas and techniques - To apply statistical and quantitative analysis • Solving problems - To ensure successful implementation of the innovation • Using technology - To enhance the innovation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

INDUSTRY

INU

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BSBCMN104A	PLAN SKILLS DEVELOPMENT
INU	Industry

DESCRIPTON: This unit has been adapted from the Competency Analysis module in the Victorian Business Skills Framework and customised to meet the needs of the Business Services Industry.

The unit covers the skills and knowledge necessary to identify and document current skills and plan future skills development under the guidance of an appropriate adviser.

ELEMENT	PERFORMANCE CRITERIA
1 Seek advice on future career directions	1.1 Possible career directions in industry or organisation are identified 1.2 Personal work goals are identified and prioritised 1.3 Future work/career directions are discussed with appropriate persons and additional skills requirements are identified 1.4 Personal values and attitudes regarding work and business are taken into account when planning future work/career directions
2 Conduct self-assessment of skills with assistance	2.1 Work, life and study experiences relating to business are identified 2.2 Current skills, knowledge and attitudes are assessed against a checklist of target competencies 2.3 Results of self-assessment are discussed with trainer or assessor 2.4 Further skills development needs are identified
3 Prepare portfolio of evidence	3.1 Types of evidence required are identified and discussed 3.2 Purpose of evidence is clearly understood 3.3 Examples of evidence are collected for portfolio 3.4 Application for recognition of current competency and/or personal resume is completed with assistance from assessor

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
Legislation, codes and national standards relevant to the workplace	which may include • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity • relevant industry codes of practice
Experience relating to business	may include • work experience • volunteer or recreational experience • family responsibilities • study including formal or informal learning
Relevant competencies	may include • practical skills directly related to a workplace • academic results • personal skills, eg, demonstrated leadership, team work • personal attributes • interpersonal skills • organisation skills
Checklist	may include • practical skills • personal skills and attributes • strengths and weaknesses
Advice	may include • formal/informal performance appraisals • feedback from supervisors and colleagues • career counseling

Additional skills	may be acquired by • on-the-job coaching or mentoring • formal course participation • attendance at workshop or demonstration • work experience
Types of evidence	may include • academic results including informal studies • work experience • previous employment • volunteer work • recreation experiences • personal interests and experiences
Evidence	may be provided to • document competencies relevant to the workplace • build a picture of personal attributes • assess current competencies • identify areas for further skill development • identify strengths and weaknesses
Personal resume	may include • contact details • education and extra curricular activities • work experience • past employment and/or volunteer work • professional development, ie, formal or informal courses undertaken • personal attributes, skills, strengths • work related or personal references
Information on employment opportunities	may be gained from • trainer or mentor • newspaper or other media • libraries • job reference centre or employment centres • web based programs and information sites

The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to identify and document current skills and plan future skills development • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ identify and document current competencies, personal strengths and weaknesses and areas for future skill development and career direction and prepares ○ demonstrate evidence of current competencies
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity ○ Knowledge of importance of skills development in career planning terms ○ Knowledge of types of evidence and ways of creating portfolios of evidence ○ Methods to identify and document relevant information • Required Skills ○ Literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence ○ Problem solving skills to solve routine problems related to the workplace under direct supervision ○ Technology skills to use business equipment under direction ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit

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	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To identify and document personal competencies • Communicating ideas and information - To assist in job application • Planning and organising activities - To aid job search and application • Working with teams and others - To obtain advice and support • Using mathematical ideas and techniques - To aid planning and application • Solving problems - To identify future career paths • Using technology - To identify employment opportunities Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BSBCMN304A	CONTRIBUTE TO PERSONAL SKILL DEVELOPMENT AND LEARNING
INU	Industry

DESCRIPTION: This unit covers the skills and knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives.

ELEMENT	PERFORMANCE CRITERIA
1 Identify own learning needs for skill development	1.1 Personal learning needs and skill gaps are self assessed 1.2 Advice on learning needs is provided to relevant personnel 1.3 Opportunities for undertaking personal skill development activities are identified and planned in liaison with work groups and relevant personnel
2 Undertake personal skill development	2.1 Appropriate opportunities provided by the workplace are identified 2.2 Opportunities are identified to use appropriate new skills in workplace activities 2.3 Coaching/mentoring advice is followed through in work activities
3 Monitor learning effectiveness	3.1 Feedback from individuals or colleagues is used to identify future learning opportunities 3.2 Where a final assessment process is carried out, the outcomes are reviewed and further learning needs are identified 3.3 Suggestions for improving learning opportunities and assessment processes are provided to appropriate personnel

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
They may use legislation, codes and national standards relevant to the workplace	including • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Organisational and individual perform requirements	may be included in • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • Occupational Health and Safety policies, procedures and programs • confidentiality and security requirements • business and performance plans • anti-discrimination and related policy • access and equity principles and practice • quality and continuous improvement processes and standards • defined resource parameters • awards and contracts
Personal skill development activities	may include • coaching, mentoring and/or supervision • informal internal training provision • formal internal/external training provision • work experience/exchange/opportunities • personal study • career planning/development • performance appraisals • workplace skills assessment • Recognition of Prior Learning • induction • job rotation/exchange
Workgroups and relevant personnel	may include but are not limited to • coach/mentor • training development of officer/assessor • supervisor, training manager • peers/work colleagues/team/enterprise • other members of the organisation • external consultants/teachers/trainers

Assessment	may include • performance evidence • knowledge evidence • periodic assessments • structured and unstructured simulations
Feedback on performance	may include • formal/informal performance appraisals • obtaining comments from supervisors and colleagues • obtaining comments from clients • workplace assessment • receiving guidance, technical support and information to assist performance
The sport and recreation industry	covers • industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ identify and implement learning opportunities for self ○ follow learning plans to match skill needs ○ receive feedback constructively
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ BSBCMN204A Work effectively with others ○ BSBCMN404A Develop teams and individuals
Required knowledge and skills	• Required knowledge ○ The relevant legislation from all levels of government that affects business operation especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of the organisation's training policies, plans and procedures ○ Knowledge of the relevant competency standards and assessment processes ○ Knowledge of the principles and techniques of measuring performance and self-assessment ○ Understanding methods to identify and prioritise personal learning needs ○ Understanding/knowledge of systems and processes to direct personal learning ○ Knowledge of legislation and statutory requirements • Required skills ○ Literacy skills to interpret written and oral information about training requirements, company policies and procedures ○ Communication skills including giving, receiving and analysing feedback ○ Planning skills to organise learning related activities ○ Team work skills to work effectively with teams/groups ○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context for assessment	- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements - Assessment must take account of the endorsed assessment guidelines - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit

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	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - To measure self-performance • Communicating ideas and information - With members of the work team • Planning and organising activities - For self • Working with teams and others - In completing scheduled tasks • Using mathematical ideas and techniques - As an aid to measure and schedule tasks • Solving problems - As an aid to self-development • Using technology - To manage scheduling of tasks Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU001A	DEVELOP KNOWLEDGE OF THE SPORT AND RECREATION INDUSTRY
INU	Industry

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

This unit deals with the skills and knowledge required to access, increase and update the knowledge of the sport and recreation 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 sport and recreation industry.

ELEMENT	PERFORMANCE CRITERIA
1 Research basic information about the <i>sport and recreation industry</i> in Australia	1.1 Correctly identify the structure of the <i>sport and recreation industry</i> and the roles and functions of the various sectors including community recreation, fitness, outdoor recreation and sport 1.2 State the appropriate sector of the sport and recreation <i>industry</i> to which particular organisations belong 1.3 Identify and access <i>sources of information</i> on the sport and recreation industry 1.4 Accurately identify the <i>economic and social significance</i> of sport and recreation and the impact it has for individuals and the community
2 Apply <i>industry</i> information	2.1 Access specific information on the sector of work 2.2 Correctly apply <i>industry</i> information in day-to-day work activities 2.3 Obtain information to assist effective work performance within the <i>industry</i> including <i>industry specific information</i> and key <i>State and Federal legislation</i>
3 Update <i>sport and recreation industry</i> knowledge	3.1 Use <i>informal and/or formal research</i> to update general knowledge of the <i>sport and recreation industry</i> 3.2 Updated knowledge is shared with clients and colleagues as appropriate, and incorporated into day-to-day work activities

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
Economic and social significance	[all categories] • employment • impact on volunteers • effect on local amenities/facilities • population changes • community role in recreation • contribution to Gross Domestic Product • positive and negative impacts on health • offending against the law • national pride
Industry	[all categories] • bodies ○ national activity organisations ○ peak bodies ○ professional organisations ○ unions • characteristics ○ high levels of part time and casual employment ○ irregular working hours ○ high turnover of volunteers ○ relatively few professional positions ○ workforce employed mostly in operation positions ○ mainly small business or self-employed personnel ○ over 2/3 of the recreation industry have no formal/recognised qualifications • other than recreation ○ community services ○ health ○ entertainment ○ arts ○ science and research ○ retail ○ tourism and hospitality • specific information ○ different sport and recreation services and their relevance to industry sectors ○ relationships between sport and recreation and other industries ○ different sectors of the industry, their inter-relationships and the services available in each sector ○ major sport and recreation industry bodies ○ issues for sport and recreation ○ specific features of the local/regional industry

	○ the roles and responsibilities of individual staff in a successful sport and recreation business ○ quality assurance
Informal and formal research	[all categories] • informal discussions with colleagues • formal study • reading of brochures • trade and general media • product updates and launches • promotional seminars • direct contact with other organisations • familiarisations • accessing the Internet
Information	[all categories] • nature and extent of services • nature of relationships between sectors/providers • roles and functions of key industry bodies
Sources of information	[all categories] • media • reference books • libraries • union • industry associations and organisations • industry journals • computer data, including Internet • personal observations and experience
Sport and recreation industry	[all categories] sectors are • community recreation • fitness • outdoor recreation • sport
State and Federal legislation	[all categories] • consumer protection • duty of care • equal employment opportunity • anti-discrimination • workplace relations

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of developing sport and recreation industry knowledge in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ provide an overview of the sport and recreation industry in Australia ○ describe the roles and functions of various sport and recreation sectors and key industry bodies within each sector ○ describe the social and economic significance of the sport and recreation industry and its impact on individuals and the community ○ apply researched industry information to day-to-day work activities ○ convey researched information to clients and colleagues
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Information sources of the recreation industry ○ Sectors of the recreation industry and their inter-relationships ○ Roles and functions of each sector ○ Key industry bodies in the recreation industry ○ Knowledge of economic and social issues impacting on the recreation industry ○ Characteristics of the industry ○ Relevant legislation including Occupational Health and Safety, Equal Employment Opportunity and Trade Practices Acts • Required skills ○ Questioning/listening techniques to elicit information ○ Basic research skills to identify and collect relevant information ○ Interpersonal communication skills to deal with clients and colleagues ○ Presentation skills to convey information to clients and colleagues ○ Time management skills to schedule research activities

Resource implications	- Physical resources - assessment of this competency requires access to - a real or simulated work environment - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
1	1	2	-	1	-	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collect, analyse and organise basic information about the sport and recreation industry • Communicating ideas and information - Share knowledge that is developed with clients and colleagues • Planning and organising activities - Sources of information are identified and research conducted on the sport and recreation industry • Working with teams and others - Not applicable • Using mathematical ideas and techniques - The economic significance of sport and recreation is identified • Solving problems - Not applicable • Using technology - The Internet and computer data may be used in researching the sport and recreation industry Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU002A	APPLY SPORT AND RECREATION LAW
INU	Industry

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

This unit covers competencies required in identifying and applying laws which are relevant to the sport and recreation industry with application in the workplace.

ELEMENT	PERFORMANCE CRITERIA
1 Identify laws applicable to the sport and recreation industry	1.1 Sources of legal information which relate to the organisation are accurately identified 1.2 Differences in legal terminology and types of law as they apply to the organisation are clarified 1.3 The impact of Federal and State/Territory legislation on the organisation is determined
2 Ensure compliance with legal requirements	2.1 The need for legal advice is sought where appropriate 2.2 Information is shared with colleagues 2.3 Workplace systems are established to ensure compliance 2.4 Workplace systems are monitored to ensure ongoing compliance 2.5 Aspects of operations that do not comply are identified and recommendations to modify them are made to the appropriate person

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
Laws	[all categories] • incorporation • taxation • gaming • contracts • Equal Employment Opportunity/anti-discrimination • Occupational Health and Safety • industrial relations • insurance and superannuation • licensing • consumer protection and trade practices
Sources of legal information	[all categories] • reference books • media • industry and or exemplar association • industry journals • internet • clients and suppliers • appointed legal experts
Workplace systems	[all categories] • policies • procedures • insurance ○ public liability ○ professional indemnity • risk minimisation • documentation

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge and understanding of sport and recreation law applicable in the work environment • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners work environment • In particular, assessment must confirm the ability to ○ identify laws which are applicable to the sport and recreation industry ○ determine the impact of the laws on the organisation and the nature of services provided ○ apply relevant laws as applicable ○ take adequate steps to minimise legal liability within area of responsibility ○ apply organisation's policies and procedures with respect to legal compliance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXINU003A Examine the concepts of leisure and recreation in Australia
Required knowledge and skills	• Required knowledge ○ Knowledge of Federal, State and local legislation including Equal Opportunity, Anti-discrimination legislation, Occupational Health and Safety, Workers Compensation legislation, Gaming legislation, Trade Practices Act, Freedom of Information Act, Income Tax Assessment Act, Superannuation Guarantee Charge Act 1992, and, Payroll Tax Act ○ Knowledge of relevant industry codes of practice ○ Knowledge of organisation's policies and procedures for implementation and application of sport and recreation law and documentation requirements ○ Knowledge of risk management • Required skills ○ Research skills to identify and source relevant legislation ○ Negotiation skills in relation to contracts ○ Risk assessment skills to minimise risk ○ Literacy and numeracy skills to understand and apply relevant legislation and complete documentation

Resource implications	- Physical resources – assessment of this competency required access to - a real work environment - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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	1	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Identify sources of legal information and apply laws which are relevant in sport and recreation • Communicating ideas and information – Information is shared with colleagues • Planning and organising activities – Activities to ensure workplace systems compliance with legal requirements are undertaken • Working with teams and others – Legal advice is sought where appropriate • Using mathematical ideas and techniques – Not applicable • Solving problems – Aspects of organisations operation that do not comply with legal requirements are identified and recommendations to modify them are made • Using technology – Use technology to access sources of information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU003A	ANALYSE PARTICIPATION PATTERNS IN SPECIFIC MARKETS OF THE LEISURE AND RECREATION INDUSTRY
INU	Industry

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

This unit encompasses analysis of current participation patterns to review and evaluate market penetration of existing leisure and recreation services and to provide direction for future marketing to be targeted to specific market segments in order to increase participation levels.

ELEMENT	PERFORMANCE CRITERIA
1 Review and interpret the market for current leisure and recreation service delivery	1.1 Common participant attributes are analysed to identify specific market segments for current leisure and recreation service delivery 1.2 Statistical analysis of market intelligence collected from relevant sources is used to evaluate market penetration of specific market segments
2 Assess the basis for existing levels of interest by participants	2.1 The major features of current leisure and recreation service delivery are identified 2.2 Individual influences, social influences, historical influences and lifestyle influences are assessed and their impact on participation patterns estimated 2.3 Leisure characteristics and external influences are identified and their potential to impact on participation patterns analysed 2.4 The scope for possible expansion of participation within specific market segments is evaluated
3 Report outcomes on participation patterns analysis	3.1 Expansion opportunities are recommended with supporting rationale meeting organisational reporting requirements 3.2 Outcomes are submitted within the required time frame 3.3 Outcomes are recorded in accordance with organisational policies and procedures

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
External influences	[all categories] • competitive landscape eg service provision from public sector, commercial sector and not-for-profit sector • economic developments • environmental trends • Government actions, eg, interest rates, legislative changes • industrial trends • shifts in demographics, political landscape, geographical landscape • technological change
Historical influences	[all categories] • ancient civilisations, eg, Greeks, Roman • attitudes • changes in economic organisation • development of 'class' system • industrial revolution • organisation of leisure by ruling groups • past experience
Individual influences	[eight categories] • acquired needs • attitudes • beliefs • education • innate needs • learning • past experience • perception • personality • self-image
Leisure characteristics	[all categories] • cultural pursuits/entertainment • home-based leisure activities • informal, non-specific recreation eg walk dog • outdoor recreation • physical recreation • social recreation • tourism and travel

Lifestyle influences	[seven categories] • aspirations • financial considerations • geographical accessibility • health • interests • opportunity cost • psychological state • transport • time
Market segments	[all categories] • attitudes and values • culture • gender • geography • lifestyle • socio-economic factors
Report requirements	[all categories] • business and performance plans • defined resource parameters • hardcopy, eg, bound • information protocols • organisational policies and guidelines • management and accountability channels • one-on-one meeting • presentation to a group(s) • quality assurances and/or procedures manuals • security and confidentiality requirements
Social influences	[seven categories] • culture • family background • family decision-maker/s • gender • national identity • ritual • socio-economic factors • social class • spiritual

Sources	[all categories] • Australian Bureau of Statistics, eg, Census data • Commercial research • Internet • print media • surveys • television

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to ○ build organisational knowledge by researching and recording information from a wide range of sources on key matters relating to industry and in accordance with organisational policies and procedures ○ analyse information for gaps, accuracy and industry significance ○ communicate effectively with colleagues, management and external individuals/organisations within the range of situations required for the job role ○ analyse comparative importance of the variety of influences on participation patterns for differing market segments ○ present a logical rationale for interpretation of measurements and provision of recommendations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Understanding of contemporary participation patterns in Australia ○ Understanding of factors that affect leisure behaviour and the economic and social significance of leisure and its impacts for individuals and the community ○ Conceptual understanding of leisure, dimensions of leisure, characteristics of leisure and constraints in day-to-day work activities ○ Understanding of State and Federal legislation relevant to the leisure and recreation industry including Occupational Health and Safety, Equal Employment Opportunity and Trade Practices Acts ○ Understanding of research techniques ○ Information sources of the leisure industry ○ Roles and functions of leisure and recreation sectors • Required skills ○ Questioning/listening techniques to elicit information ○ Basic research skills to identify and collect relevant information ○ Interpersonal communication skills to deal with clients and colleagues ○ Presentation skills to convey information to clients and colleagues ○ Time management skills to schedule research activities

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Collect, analyse and organise key information about the leisure industry from a wide range of sources • Communicating ideas and information – Share knowledge that is developed with clients and colleagues • Planning and organising activities – To source and research information on the industry and its concepts and trends • Working with teams and others – To collect and analyse information • Using mathematical ideas and techniques – Statistical analysis of market intelligence to evaluate market penetration of specific market segments • Solving problems – Information is analysed and strategies implemented to address gaps or inaccuracies • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU004A	PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES
INU	Industry

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

This unit covers competencies required in the analysis and interpretation of legislation relevant to the organisation and the sport and recreation industry. It also covers the development and evaluation of workplace systems to implement legislative requirements and ensure business compliance.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the laws and legal principles which relate to the organisation	1.1 Sources of legal information which relate to the organisation are accurately identified 1.2 Interpretations of the identified laws and legal principles are analysed for the implications on products and services of the organisation and individuals within the organisation 1.3 Information is recorded and/or distributed
2 Analyse the implications of contracts on individuals and the organisation	2.1 Analysis examines the different types of contract utilised by the organisation and the rationale for their use 2.2 Analysis further examines the implications of contracts on individuals and the organisation and ensures compliance with legal obligations
3 Develop workplace systems to ensure compliance with legal requirements	3.1 Need for legal advice is assessed and sought where appropriate 3.2 Information is shared with appropriate colleagues in a timely manner 3.3 Information updates and training are organised for colleagues and staff, where appropriate 3.4 Policies and procedures are developed and documented which are consistent with the identified laws and legal principles 3.5 Policies and procedures are communicated to all affected individuals 3.6 Implementation strategies are developed and documented to ensure compliance with policies and procedures 3.7 Implementation strategies are communicated to all affected individuals 3.8 Monitoring procedures are implemented which establish compliance with the identified laws and legal principles by individuals within the organisation 3.9 Aspects of operations which may infringe laws are identified and modifications are promptly developed and implemented
4 Evaluate the effectiveness of workplace systems	4.1 Evaluation methods are developed and implemented which are appropriate to the nature of information sought 4.2 Research findings are presented in a written report according to the requirements of the organisation 4.3 Recommendations are supported by research documented in the report 4.4 Policies and procedures and implementation strategies are reviewed in light of documented recommendations

5 Update legal knowledge	5.1 <i>Informal and formal research</i> is used to update the legal knowledge required for business compliance 5.2 Updated knowledge is shared with colleagues and incorporated into workplace planning and operations

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
Implications	[all categories] of legislation • health • safety • employment • privacy • constitutional structure • natural justice • contracts
Informal and formal research	[all categories] • informal discussions with colleagues • formal study • reading of industry updates • trade and general media • industry seminars/presentations • industry/legal journals • direct contact with other organisations
Policies and procedures	[all categories] • compliance with legislative requirements • contract establishment and management • business compliance and management reporting
Sources of legal information	[all categories] • reference books • media • industry and or employer associations • industry journals • Internet • clients and suppliers • appointed legal experts

Type of contracts	[all categories] • participants • funding • sponsorship • employment • service and/or supply of goods and services • preferred providers • licences • trademarks/branding/badging • transfers • franchises
Laws	[all categories] • company • taxation • contract • insurance and superannuation • consumer protection and trade practices • licensing • industrial relations • taxation • Equal Employment Opportunity and anti-discrimination
Workplace systems	[all categories] • policies • procedures • insurance ○ public liability ○ professional indemnity • risk minimisation • documentation

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of promoting compliance with laws and legal principles in the work environment • Assessment of performance should be over a period of time covering all categories of all the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ identify sources of legal information which relate to the industry and the organisation ○ analyse the implications of laws and legal requirements on products and services of the organisation ○ identify the types of contracts used by the organisation ○ seek legal advice, where appropriate ○ develop and implement policies and procedures which promote compliance with laws and legal requirements ○ communicate relevant information to colleagues ○ identify areas of operation which do not comply with laws and legal requirements and rectify ○ evaluate the effectiveness of workplace systems and report on findings ○ research and update legal knowledge on business compliance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRXINU002A Apply sport and recreation law • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of organisation's policies and procedures, particularly in relation to implementing legislative requirements and business compliance ○ Relevant Federal and State legislation which governs business operations including taxation law, company law and industrial relations law ○ Responsibilities/liabilities of Managers and Directors ○ Relevant industry codes of practice ○ Occupational Health and Safety legislation pertaining to application in the workplace • Required skills ○ Research skills to identify relevant legislation ○ Analytical skills to review legislative obligations ○ Evaluation techniques to review policies and procedures ○ Communication skills to liaise with colleagues and management ○ Literacy skills in relation to interpretation of organisation policies and procedures and legislation

Resource implications	- Physical resources – assessment of this competency requires access to - relevant legal documentation in a real work environment - 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	3	-	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Sources of legal information are identified, interpreted and analysed • Communicating ideas and information – Information is recorded and knowledge is shared with colleagues and staff as appropriate • Planning and organising activities – Analyse and interpret legislation in order to develop workplace systems that ensure compliance with legal requirements. Develop and implement evaluation methods • Working with teams and others – Not applicable • Using mathematical ideas and techniques – Not applicable • Solving problems – Modifications are developed and implemented for aspects of operations which may infringe on laws • Using technology – Use technology to source relevant information and to prepare documentation and reports Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU005A	MANAGE CULTURE AND EDUCATION TO EXPAND PARTICIPATION IN A LEISURE AND RECREATION SERVICE
INU	Industry

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

This unit encompasses strategic management skills to expand participation in a leisure and recreation service by identifying and monitoring cultural and education factors for participation and developing strategies engaging these factors to attract non-participants.

ELEMENT	PERFORMANCE CRITERIA
1 Determine culture and education trends of current participation in a specific leisure and recreation service	1.1 Participant characteristics of a culture are researched from appropriate sources and market segments of non-participants identified 1.2 Non-participant market segments are evaluated in terms of culture and leisure today 1.3 Leisure and recreation education providers are identified 1.4 Processes for leisure education are evaluated and outcomes of leisure education analysed in relation to a specific leisure and recreation service 1.5 Outcomes are recorded in accordance with organisational policies and procedures
2 Develop and implement culture and education strategies appealing to non-participants	2.1 Cultural and educational regulations, policies, plans and procedures are determined for their relevance to a specific leisure and recreation service 2.2 Strategies are developed addressing cultural issues of non-participants 2.3 Strategies are communicated internally and implemented to prioritised market segments 2.4 Performance criteria for measuring participation patterns are established 2.5 Networks are established with education providers to leverage education opportunities
3 Monitor and manage cultural and educational trends	3.1 Systems and processes are implemented to monitor cultural and educational trends 3.2 Strategies are evaluated and modified based on participation patterns

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Characteristics of a culture	[all categories] • community structure • dominant and subordinate cultural styles • ethnicity • family • industrialisation • life cycle • living patterns • religion • urban/rural settlement • values, beliefs, ethics and routines • way of life, pattern of living
Cultural and educational policies, plans and procedures	[all categories] • corporate policy • government policies • immigration • organisational commitment • policies of community groups • religion
Culture and leisure today	[all categories] • Australian culture ○ increasingly shaped by overseas influences ○ shaped by English institutions, eg, cricket, rugby ○ Hollywood, pop music, the media empire, multi-national companies, eg, Sony, Coca-Cola, McDonalds, Nike, Toyota, Nintendo ○ influenced by capital heartlands of today, ie, America, Europe, Japan ○ problematic question of national cultural identity • domination by the commercial sector • global culture • nation building/national identity • popular culture as opposed to traditional arts-based idea of culture sport as health • sport as entertainment • sport as culture, global sports culture

Outcomes of leisure education	[all categories] • attitudinal change • cater for trends and future needs • develops professionals in the field • ideological supremacy • increases the range of leisure activities available, eg, video production, computer use • learning to play • long-term behaviour • more understanding of leisure and the problems in the industry • preparing for more leisure in the future • self expression • skill and personal development
Education opportunities	[all categories] • education programs delivered by organisation • education programs delivered external to the organisation • partnership arrangements to deliver education programs
Processes for leisure education	[all categories] • learning skills • leisure planning • multidisciplinary approach to learning, gives greater breadth • needs analysis • non-vocational education as leisure, eg, judo, flower arranging, Shakespeare training needs in this field
Sources	[all categories] • articles, eg, newspapers, industry magazines and newsletters, academic journals • government agencies, eg, Australian Bureau of Statistics • government departments at all levels • Internet • interviews soliciting feedback from participants • media monitoring, eg, television and radio • health and medical research • questionnaires soliciting feedback from participants • surveys soliciting feedback from participants

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - determine market segments of non-participants based on cultural issues - develop and implement cultural and educational strategies to increase participation - measure participation rates - monitor and manage the impact of changes in cultural and educational trends
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRXINU004A Promote compliance with laws and legal principles - SRXINU009A Apply an understanding of psychology to expand participation in a leisure and recreation service - SRXINU010A Apply an understanding of sociology to expand participation in a leisure and recreation service
Required knowledge and skills	- Required knowledge - A basic understanding of definitions, roles and characteristics of culture - A basic understanding of the factors shaping identity such as belief systems, shared norms, values and ideas, common purpose, patterns of communication, rituals, sentiments, traditions, common heritage, structure of power and inequalities effect cultural styles, tastes and symbols, identity of nation, communities, individuals - Required skills - Strong research skills to identify cultural and education factors relating to participation levels - Analytical skills to identify and evaluate opportunities - Strong communication skills to solicit and disseminate information - Ability to select and use appropriate technology

Resource implications	• Physical resources - assessment of this competency requires access to ○ a real or simulated work environment ○ appropriate documentation and resources normally used in the workplace ○ literature and texts including current journals and articles • Human resources – assessment of this competency will require ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ▪ be competent in this unit but preferably be competent in the unit at the level above ▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> ○ involvement with teachers with whom the candidate must liaise
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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
3	2	2	1	-	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining market segments of non-participants based on cultural and education factors • Communicating ideas and information – To implement and document plans • Planning and organising activities – To source data and disseminate outcomes • Working with teams and others – Involvement with leisure participants and leisure providers • Using mathematical ideas and techniques – Not applicable • Solving problems – To review and modify strategies where necessary • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU006A	FOSTER THE VALUES AND ETHOS OF THE PHENOMENON OF PLAY
INU	Industry

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

This unit encompasses strategic management skills in recognition that services are delivered within a broader industry context and that through collaboration promoting the principles common to the industry, individual gains are also achieved.

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate the broader leisure and recreation market place	1.1 The effects of play on different life stages are determined and documented in accordance with organisational policies and procedures 1.2 The Characteristics of play , games and sport are analysed to determine trends in participation across the leisure and recreation market place 1.3 Inhibitors to participation in leisure and recreation services are identified and evaluated
2 Seek and secure opportunities to foster the values and ethos of play	2.1 Leisure and recreation policy bodies and key service providers are identified for their capacity to foster the values and ethos of play 2.2 An audit of existing service capabilities is undertaken to contextualise current delivery in the broader leisure and recreation market place and is documented in accordance with organisational policies and procedures 2.3 Networks are established and maintained in order to identify collaborative opportunities to promote the values and ethos of play 2.4 Individual and collaborative opportunities to promote and explain the values and ethos of play are secured and acted upon in accordance with the organisation's business plans and budgets
3 Promote the phenomenon of play in the community	3.1 Community requests for participation or additional information are responded to in accordance with the organisation's policies and procedures 3.2 Requests for unexpected information are referred to an appropriate person or source 3.3 The organisation's values and mission are represented in a way which acknowledges community concerns and promotes how the values and ethos of play addresses these concerns 3.4 Communication with and presentation to the community enhances awareness of the values and ethos of play

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Characteristics of play	[all categories] • authenticity and fantasy • creative • exploration, discovery, experimentation • fun, enjoyment • perceived freedom • psychological play frame • rules • sense of sharing • socialising • space, place, playground
Collaborative opportunities	[all categories] • Commonwealth government agencies, eg, Australian Sports Commission (Active Australia) • Community programs, eg, local government, National Heart Foundation, City to Surf • conferences • Industry peak bodies, eg, Fitness Australia, Sport Industry Australia, Outdoor Recreation Industry Council, Community Recreation Council of Australia, Australian Council for Health, Physical Education and Recreation • school forums • State and Territory Departments of Sport and Recreation
Different life stages	[all categories] • adolescence • baby • childhood • elderly • middle age • pre-teens • toddler • young adulthood

Effects of play	[all categories] • catharsis • compensatory • discovery • personal growth and development ○ emotional ○ physical ○ intellectual ○ spiritual ○ cultural • self expression • skill development, mastery and educational • socialisation • stimulation, eg, psychological, physical
Existing service capacities	[all categories] • competency levels • condition and type of facilities and equipment • current workloads • geographic location • new technology
Inhibitors	[all categories] • community characteristics • conservation • degree of knowledge • economic factors • environmental constraints • geographic constraints • industry trends • motivations • news coverage • physical constraints • popular attitudes • population trends
Networks	[all categories] • business advisory services • community bodies • industry peak bodies • financial institutions • government agencies • peers • professional/trade associations • representing organisation on associations and committees

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - evaluate the broader leisure and recreation market place to determine the values and ethos of the phenomenon of play - ability to foster the values and ethos of play through collaborative efforts with the wider industry - effectively promote the values and ethos of play to the community
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - A basic understanding of conceptual terms of play including cathartic, exploratory, developmental, cultural, diversional, escapist and fantasy - A basic understanding of the role and nature of play that impact children and adults throughout life stages - A basic understanding of the requirements of play in relation to games and sport - A basic understanding of the effects of play on the human condition - Required skills - Strong research skills to gather information on the broader leisure and recreation market place - Strong analytical skills to identify and build effective networks - Strong communication skills to solicit and disseminate information - Ability to select and use appropriate technology
Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require - human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

	○ involvement with teachers with whom the candidate must liaise
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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
3	3	2	3	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – To evaluate the broader leisure and recreation market place • Communicating ideas and information – In presenting the organisation's position on specific issues • Planning and organising activities – To seek and secure opportunities to foster the values and ethos of play • Working with teams and others – To build effective networks and foster the values and ethos of play • Using mathematical ideas and techniques – Not applicable • Solving problems – To address community enquiries • Using technology – Using research databases, the Internet and other sources to collate historical information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU007A	MANAGE EVOLVING PATTERNS OF WORK TO EXPAND PARTICIPATION IN A LEISURE AND RECREATION SERVICE
INU	Industry

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

This unit encompasses strategic management skills to expand participation in a leisure and recreation service by determining patterns of work inhibiting expansion and implementing strategies addressing the identified inhibitors.

ELEMENT	PERFORMANCE CRITERIA
1 Determine evolving patterns of work impacting on participation in leisure and recreation services	1.1 Primary research on leisure needs of participation in a specific leisure and recreation service is undertaken by soliciting and recording feedback from participants 1.2 Secondary research is undertaken from additional sources to determine the role of work and outcomes of work to identify work trends of current participants 1.3 Evolving patterns of work are evaluated for their impact on accessibility to current leisure and recreation services delivered and market segments of non-participants are defined 1.4 Outcomes are recorded in accordance with organisational policies and procedures
2 Develop and implement strategies addressing patterns of work limiting accessibility to a specific leisure and recreation service	2.1 Strategies are developed addressing patterns of work limiting accessibility to a specific leisure and recreation service 2.2 Strategies are communicated internally and implemented to prioritised market segments in accordance with organisational budgets 2.3 Performance criteria for measuring participation patterns are established
3 Monitor and manage trends in evolving patterns of work	3.1 Networks are established to monitor evolving work patterns and document in accordance with organisational policies and procedures 3.2 Strategies are evaluated and modified based on participation patterns

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Evolving patterns of work	[all categories] • employment patterns, eg, levels of casual and part-time work • increased numbers of women in the workplace • introduction of technology, eg, laptop, mobile phone, email • more people working from home • shorter / longer hours • people taking work home with them, eg, blurring lines between work and non-work • workplace structures, eg, levels of job-share positions
Leisure needs	[all categories] • adult education • companionship and belonging • excitement and contest • exercise and health • personal growth • self-expression • skill development and mastery • spiritual and aesthetic development • rest and/or relaxation • work contrast
Networks	[all categories] • business advisory services • databases • financial institutions • government agencies • Internet • national and international publications • official statistics • peers • professional/trade associations

Outcomes of work	[all categories] • economic security • education • health and well-being • human geography • identity • life structure • self-esteem • social interaction • status • time management • urban planning
Role of work	[all categories] • means to affluence, status and influence • means to satisfy basic needs • means to specific lifestyle • profits/wages • rewarding in itself • skill and knowledge • social interaction • use and development
Sources	[all categories] • articles, eg, newspapers, industry magazines and newsletters, academic journals • government agencies, eg, Australian Bureau of Statistics, Australian Sports Commission • government departments at all levels, eg, Department of Industry, Science and Resources, Department of Communications, Information Technology and the Arts, State Department's of Sport and Recreation • Internet • media monitoring, eg, television and radio • medical research

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to ○ Determine evolving work patterns inhibiting expansion of a leisure and recreation participation base ○ Development and implementation of strategies addressing the identified inhibitors ○ Developing networks to monitor trends in work patterns ○ Evaluate and modify where necessary service delivery strategies
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ A basic theoretical understanding of societal changes impacting on the work leisure relationship including capitalism, the industrial revolution and the Protestant work ethic ○ A basic theoretical understanding of concepts of work including work in terms of cyclical-clock time (seasons, day and night) and capital intensive time (a commodity to be spent, wasted or killed) ○ A basic theoretical understanding of the changing work and leisure relationship contrasting work-determined leisure and escape from work, to the indistinguishable (primitive times) and non-resemblance (ancient Greek times) ○ A basic understanding of trends and changes in government legislation, productivity improvements, segmentation of time, technology and the relationship between home and work • Required skills ○ Strong research skills to identify national and international evolving patterns of work ○ Analytical skills to identify and evaluate opportunities ○ Strong communication skills to solicit and disseminate information ○ Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	2	3	2	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining evolving patterns of work impacting a specific leisure and recreation service • Communicating ideas and information – With leisure participants and internal customers • Planning and organising activities – To source data and disseminate outcomes • Working with teams and others – Developing and communicating strategies • Using mathematical ideas and techniques – Not applicable • Solving problems – To review and modify strategies where necessary • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU008A	DEVELOP AND IMPLEMENT A LEISURE AND RECREATION TOURISM STRATEGY
INU	Industry

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

This unit encompasses business development skills through analysis of domestic and international leisure and recreation tourism opportunities and executing a plan to target selected opportunities.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse leisure and recreation services delivery tourism requirements and opportunities	1.1 Sources of intelligence are researched to identify tourism trends for existing or new leisure and recreation services 1.2 Leisure and recreation service provision implications are identified 1.3 Aspects of recreation are evaluated for their capacity to leverage tourism opportunities 1.4 Technological innovations in tourism are analysed for their ability to pursue new approaches for leisure and recreation service delivery
2 Develop a leisure and recreation tourism strategy and plan	2.1 Tourism opportunities are analysed in terms of their likely fit with the organisation's goals and capabilities 2.2 The viability of tourism opportunities are evaluated through the use of differing techniques 2.3 Leisure and recreation tourism strategies and plans are determined 2.4 An environmental scan is undertaken to determine internal and external factors with the potential to impact on strategy delivery 2.5 Contingency plans for internal and external factors eventuating are developed and documented in accordance with organisational policies and practises
3 Implement leisure and recreation tourism strategy	3.1 Internal customers are educated on the leisure and recreation tourism strategy 3.2 Suitable advertising and other promotional activities are costed and enacted in accordance with organisational budgets 3.3 Evaluation criteria for measuring leisure and recreation tourism strategy effectiveness are established
4 Monitor and review leisure and recreation tourism strategy	4.1 Systems and procedures are implemented to monitor leisure and recreation tourism strategy 4.2 The leisure and recreation tourism strategy is reviewed against evaluation criteria 4.3 Outcomes of review are reported in accordance with organisational policies and procedures 4.4 The leisure and recreation tourism strategy is adjusted accordingly in response to evaluation

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Aspects of recreation	[all categories] • artistic and cultural attractions • climate, eg, conducive or not conducive • conservation • events • fashion and fads • heritage • natural and built attractions • open spaces • rural and urban attractions • surrounding infrastructure • technology
Implications	[all categories] • access • adventure and high risk activities • advertising • capital investment • competitors • cost and benefit • fashion and fads • maintenance of facilities and resources • opportunity cost for participating • provision and standard of services • user pays
Sources of intelligence	[all categories] • business advisory services • databases • financial institutions • government agencies • Internet • national and international publications • official statistics • peers • professional/trade associations

Techniques	[all categories] • cost benefit analysis • environmental impact analysis • multiplier • professional/trade associations • Recreation Opportunity Spectrum • social and economic impact analysis
Technological innovations	[all categories] • artificial attractions overcoming environmental limitations • computer generated interaction • virtual reality
Tourism trends	[all categories] • domestic • international

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - gather market intelligence on trends in tourism and analyse how they might apply to leisure and recreation service delivery in a variety of contexts - identify and evaluate tourism opportunities afforded by leisure and recreation services - develop, implement, monitor and review a tourism strategy for a leisure and recreation service
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following units(s) - Nil - For the purpose of integrated assessment, this unit maybe assessed in conjunction with the following unit(s) - SRXINU011A Develop and maintain a competitive pricing strategy for a leisure and recreation service
Required knowledge and skills	- Required knowledge - An understanding of the impact and relationship tourism has both domestic and internationally for leisure and recreation - An understanding of modern practises in relation to linkages between sporting, leisure, recreation, tourism groups and government to maximise tourism opportunities - Required skills - Sound research skills to identify impacts and trends - Forecasting techniques - Analytical skills to identify and evaluate opportunities - Communication skills in relation to promoting strategies
Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competency in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for performance	- This unit of competency must be assessed in the context of leisure and recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	3	2	1	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – To identify trends in tourism • Communicating ideas and information – To promote leisure and recreation tourism strategy to new markets • Planning and organising activities – To oversee implementation, monitoring and review of leisure and recreation tourism strategy • Working with teams and others – To ensure organisational efficiency in the implementation of the leisure and recreation tourism strategy • Using mathematical ideas and techniques – To evaluate viability of tourism opportunities and select appropriate advertising and promotional activities in accordance with organisational budgets • Solving problems – Adjusting leisure and recreation tourism strategy where necessary • Using technology – In planning and promoting leisure and recreation tourism strategy Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU009A	APPLY AN UNDERSTANDING OF PSYCHOLOGY TO EXPAND PARTICIPATION IN A LEISURE AND RECREATION SERVICE
INU	Industry

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

This unit encompasses strategic management skills to expand participation in a leisure and recreation service by identifying and monitoring psychological factors for participation and developing strategies engaging these factors to attract non-participants.

ELEMENT	PERFORMANCE CRITERIA
1 Determine the psychological factors for participation in a specific leisure and recreation service	1.1 Primary research on <i>personal motivations</i> and <i>personal experiences</i> for participating in a specific leisure and recreation service is undertaken by soliciting and recording feedback from participants 1.2 Secondary research is undertaken from additional <i>sources</i> to determine the relationship between personal motivations and <i>well-being</i> , and personal motivations and <i>images through medias</i> 1.3 <i>Preoccupations</i> and <i>interests</i> are analysed for trend identification in leisure and recreation behaviour at distinct stages of the life cycle 1.4 Outcomes of research are recorded in accordance with organisational policies and procedures
2 Develop and implement strategies appealing to non-participant psyches	2.1 Non-participant market segments are defined 2.2 Psychological factors relevant to market segments are determined 2.3 Strategies appealing to non-participant psyches are evaluated and prioritised 2.4 Strategies are communicated internally and implemented to prioritised market segments 2.5 Performance criteria for measuring participation patterns are established
3 Monitor and manage trends in participant psyches from a leisure and recreation service	3.1 Systems are implemented to regularly monitor and <i>measure participant psyches</i> 3.2 Strategies are evaluated and modified based on participation patterns

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Images through medias	[all categories] • adventurous • advertising • aggressive • body shape • competitive • dangerous • diet • esteem • feminine • luxurious • macho • professional • restful • role models • social • status • youthful
Interests	[all categories] • acquiring knowledge • brightness and noise • experience • religion, politics, etc • variety • work prospects
Measure participant psyches	[three categories] using • experimental methods • hypothesis testing using statistical methods • interpretive methods • <i>Paragraphs about leisure</i> (PAL) scale • <i>Recreation experience preference</i> (REP) scale

Personal experiences	[all categories] • anxiety • boredom • enjoyments • flow • locus of control • optimal arousal • perceived freedom • relaxation
Personal motivations	[all categories] • attitudes and opinions • emotions • expectations • extrinsic, eg, health or fitness maintenance or social approval • intentions • intrinsic, ie, engaged in for their own sake • means to an end, an end in itself • mental preparedness • self-perception
Preoccupations	[all categories] • autonomy • balance • environmental experience • mental development • quest for personal identity • sociability • work
Sources	[all categories] • articles, eg, newspapers, industry magazines and newsletters, academic journals • government agencies, eg, Australian Bureau of Statistics, Australian Sports Commission • government departments at all levels, eg, Department of Industry, Science and Resources, Department of Communications, Information Technology and the Arts, State Department's of Sport and Recreation • Internet • media monitoring, eg, television and radio • medical research

Well-being	[all categories] • comparative needs • experience of ecstasy and euphoria • expressed needs • felt needs • mental health • normative needs • rehabilitation • self-esteem • stress management

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - utilise primary and secondary data research techniques - determine, monitor and measure participant psyches - develop strategies appealing to the psyches of non-participants - measure participation patterns - implement systems to monitor and modify strategies to achieve increases in participation rates
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units(s) - SRXINU005A Manage culture and education to expand participation in a leisure and recreation service - SRXINU010A Apply an understanding of sociology to expand participation in a leisure and recreation service
Required knowledge and skills	- Required knowledge - A basic understanding of psychological theories from the four differing perspective: Dispositional perspective where characteristics are consistent and enduring; Psychodynamic perspective where characteristics concern a dynamic set of processes; Learning perspective where characteristics are accumulated sets of learned tendencies; Phenomenological perspective where characteristics are a function of people's subjective experiences - A basic understanding of the needs hierarchy involving leisure at all levels: physical needs, eg, rest, relaxation; safety needs, eg, friendship groups, subcultures; affiliation needs, eg, team sports, family leisure; need for esteem, eg, exercise of skills; and self actualisation, eg, engaged in for own sake - Required skills - Strong research skills to identify personal motivations and experiences - Analytical skills to identify and evaluate opportunities - Communication skills in relation to listening, questioning, non-verbal communication and the ability to relate to people from a range of social, cultural and ethnic backgrounds - Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of leisure and recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	2	3	1	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining people's motivations, identifying trends and targeting market segments • Communicating ideas and information – Clarification of subjective material and reporting outcomes • Planning and organising activities – Developing and implementing strategies appealing to non-participant psyches • Working with teams and others – Involvement with leisure participants • Using mathematical ideas and techniques – Measuring participant psyches • Solving problems – Evaluating and modifying strategies based on participation pattern outcomes • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU010A	APPLY AN UNDERSTANDING OF SOCIOLOGY TO EXPAND PARTICIPATION IN A LEISURE AND RECREATION SERVICE
INU	Industry

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

This unit encompasses strategic management skills to expand participation in a leisure and recreation service by evaluating sociological factors for participation and managing the social planning landscape to attract non-participants.

ELEMENT	PERFORMANCE CRITERIA
1 Determine the sociology of participation in a specific leisure and recreation service	1.1 Key trends are researched and identified from appropriate sources 1.2 Participant sociological factors are evaluated and market segments of non-participants identified 1.3 Social planning factors are identified and evaluated for their potential implications to current levels of participation 1.4 Outcomes are recorded in accordance with organisational policies and procedures
2 Develop and implement strategies addressing the sociology of participation in a specific leisure and recreation service	2.1 Strategies are developed addressing sociological factors of non-participants 2.2 Strategies are communicated internally and implemented to prioritised market segments 2.3 Performance criteria for measuring participation patterns are established 2.4 Networks are established with social planning decision-makers to monitor and positively influence social planning factors
3 Monitor and manage trends in the sociology of participation in a specific leisure and recreation service	3.1 Systems and processes are implemented to monitor social planning factors 3.2 Strategies are evaluated and modified based on participation patterns

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Key Trends	[all categories] • aspirations • behaviours • dreams • fears • motivations
Participant sociological factors	[all categories] • leisure and education, eg, influence on leisure behaviour, wider aims of education, education for leisure, education as leisure, life-long education • leisure and the family, eg, family history of recreation, as a source of leisure attitudes, family leisure activities, class differences, gender differences • leisure and religion, eg, holidays and celebrations, religious prescriptions for leisure, religion and organised leisure, religion as leisure activity • leisure and work, eg, geographical differences, community differences, social attitudes to the work/leisure divide, work and leisure relationships including extension, opposition and neutrality
Social planning decision-makers	[all categories] • athletes • Federal Government representatives, eg, Ministers for Sport • Local Government employees, eg, town planners, managers of community services • Other government agencies, eg, Australian Sports Commission • Peak bodies • State Government representatives, eg, local members
Social planning factors	[all categories] • community planning • demographics, eg, predicted growth patterns, infrastructure needs • determining land use • infrastructure development, eg, parks, buildings and sporting fields • public transport

Sources	[all categories] • articles, eg, newspapers, industry magazines and newsletters, academic journals • government agencies, eg, Australian Bureau of Statistics • government departments at all levels • Internet • interviews soliciting feedback from participants • media monitoring, eg, television and radio • health and medical research • questionnaires soliciting feedback from participants • surveys soliciting feedback from participants

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - determine key sociological trends both in terms of participation and external social planning factors - develop sociology strategies to attract non-participants - build networks with social planning decision makers - implement systems to monitor and modify strategies in accordance with participation rate outcomes
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRXINU005A Manage culture and education to expand participation in a leisure and recreation service - SRXINU009A Apply an understanding of psychology to expand participation in a leisure and recreation service
Required knowledge and skills	- Required knowledge - A basic understanding of the differences between societal and cultural perspectives - A basic understanding of the features of leisure as a product of modern industrial societal influences - an understanding of leisure applied to the lifecycle: children, play and leisure; adolescents and leisure; leisure in adult life; leisure and the elderly - current policies and planning such as time available for leisure, factors affecting demand, demands on space, sport, the arts, holidays, the role of mass media, planning, public and private enterprise, the demand-supply relationship - Activity specific knowledge of recreation and leisure activities - Required skills - Strong research skills to identify sociological factors relating to participation levels - Analytical skills to identify and evaluate opportunities - Strong communication skills to solicit and disseminate information - Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of leisure and recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	1	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining trends and sociological factors impacting a specific leisure and recreation service • Communicating ideas and information – To build networks and implement strategies • Planning and organising activities – To source data and disseminate outcomes • Working with teams and others – Involvement with leisure participants and leisure providers • Using mathematical ideas and techniques – Not applicable • Solving problems – To review and modify strategies where necessary • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU011A	DEVELOP AND MAINTAIN A COMPETITIVE PRICING STRATEGY FOR A LEISURE AND RECREATION SERVICE
INU	Industry

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

This unit encompasses strategic management skills to develop and maintain a competitive pricing strategy for a leisure and recreation service.

ELEMENT	PERFORMANCE CRITERIA
1 Conduct market research	1.1 Market segments are profiled using appropriate research techniques 1.2 Disposable income and discretionary spending patterns for specific market segments are determined from relevant sources 1.3 Economic concepts are evaluated to determine competitors
2 Develop pricing strategy	2.1 Cost factors impacting on supply of current leisure and recreation service are identified and break even point for service delivery is determined 2.2 Participant willingness to pay is measured and evaluated against competitors using economic techniques 2.3 A competitive pricing structure is determined in accordance with organisational business and performance plans and current leisure and recreation service delivery objectives
3 Implement pricing strategy	3.1 Internal customers are educated on pricing strategy in accordance with organisational communication policies and procedures 3.2 Awareness collateral for the market place is determined and distributed in accordance with organisational budgets
4 Maintain competitive pricing strategy	4.1 Systems and procedures are implemented to monitor and respond to factors affecting pricing structure of current leisure and recreation service delivery 4.2 Systems and procedures are implemented to monitor and respond to pricing structures of competing services 4.3 Systems and procedures are implemented to regularly review supply costs and seek economic benefits from partnership opportunities and additional sources of funding

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Awareness collateral	[all categories] • brochures • e-mails • electronic files • flyers • Internet • newsletters
Communication policies and procedures	[all categories] • e-mail updates • memos • organizational meetings • team meetings • workshops
Economic concepts	[all categories] • cost and benefit • opportunity cost • merit goods/service, ie, a good that society, usually government, deems is undervalued by consumers in normal market exchanges, eg, subsidies price • private goods/service, ie, use of good/service by one person prevents use by others • public goods/services, ie, the use of good/service by one person does not prevent use by other, eg, national defence, clean environment
Economic techniques	[all categories] • break-even point • comparative advantage • cost and benefit • demand curves against supply curves • disposable income • economies of scale • elasticity of demand • equilibrium price • income effect • marginal productivity • opportunity cost

Funding	[all categories] • capital including user income • grants • patronage • revenue including sponsorship
Market segments	[all categories] demographics based on • age brackets • culture • employment patterns • gender • geographical locations • income brackets
Objectives	[all categories] • operating profits • participation levels • quality assurance procedures
Partnership opportunities	[all categories] • health care • leisure and recreation merchandising and retailing • other services, eg, discounts • programs and events • service endorsement • tourism
Research techniques	[all categories] • electronic, eg, Internet • internal and external documents • paper based, eg, surveys • personal contact, eg, meetings, interviews or questionnaires • resource material such as industry magazines, journals, periodicals and newspaper articles

Sources	[all categories] • articles, eg, newspapers, industry magazines and newsletters, academic journals • government agencies, eg, ○ Australian Bureau of Statistics, eg, Census data, Household Expenditure Surveys ○ Australian Sports Commission ○ Bureau of Tourism Research ○ Reserve Bank of Australia ○ Sport and Recreation Ministers' Council • government departments at all levels, eg, ○ Austrade ○ Department of Industry, Science and Resources, ○ Department of Communications, Information Technology and the Arts ○ State Department's of Sport and Recreation • other economic and social indicators • web sites

Evidence Guide

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

Critical aspects of evidence to be considered	• Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to ○ Research and analyse data on disposable income levels and discretionary spending patterns to identify market segments ○ Use economic techniques to determine participant willingness to pay ○ Identify of competitors ○ Cost services competitively and in accordance with organisational business and performance plans ○ Implement systems to monitor and respond to variances in supply and competitors pricing ○ Proactively seek new ways of minimising cost
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXINU008A Develop and implement a leisure and recreation tourism strategy
Required knowledge and skills	• Required knowledge ○ An understanding of the principles of equity ○ Activity specific knowledge of recreation and leisure activities ○ A conceptual foundation for practice in the recreation industry • Required skills ○ Strong research skills to identify disposable income levels and discretionary spending patterns ○ Analytical skills to identify and evaluate opportunities ○ Strong communication skills to solicit and disseminate information ○ Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency will require access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of leisure and recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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	1	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining disposable income levels and discretionary spending patterns • Communicating ideas and information – to internal and external customers information related to the pricing strategy • Planning and organising activities – to source data and disseminate outcomes • Working with teams and others – to source market intelligence and generate awareness of pricing strategy • Using mathematical ideas and techniques – to plot and predict demand-supply relationship, calculate equilibrium price and marginal productivity • Solving problems – to determine such factors as supply and demand, costs and benefits and expenditures • Using technology – Using research databases, the Internet and other sources to collate market intelligence and for calculation techniques Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU012A	MANAGE THE IMPACT OF POLITICS ON THE DELIVERY OF LEISURE AND RECREATION SERVICES
INU	Industry

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

This unit encompasses strategic management skills to review the political context of current service delivery, monitor sources of possible external influence, undertake contingency planning for shifts in the prevailing political context and execute contingencies when necessary.

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate the environment of current leisure and recreation service delivery	1.1 Information is obtained from sources internal and external to the organisation 1.2 Political, economic and social factors are identified for their ability to impact on current and future leisure and recreation service delivery 1.3 The impact of politics on current leisure and recreation service delivery is evaluated 1.4 Outcomes of analysis are documented in accordance with organisational policies and procedures and information is passed on to relevant staff for inclusion in planning processes
2 Monitor sources of external influence that have the ability to impact upon current leisure and recreation service delivery	2.1 Organisations responsible for the development of policy in the leisure and recreation industry and the possible pressure groups seeking to exert influence on them are determined 2.2 Trigger events with the ability to modify current impacts of politics on leisure and recreation service delivery are evaluated and documented in accordance with organisational policies and procedures 2.3 Systems and procedures are implemented to monitor and report trigger events
3 Undertake contingency planning	3.1 Internal and external customers are consulted for input into the contingency planning process 3.2 Contingency plans are developed for a range of scenarios where differing political ideologies prevail and consistent with the organisational culture and goals
4 Execute appropriate contingency plan	4.1 Contingency and communication plans are executed in response to trigger events 4.2 Contingency and communication plans are reviewed based on the performance of service delivery

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Performance	[all categories] • experimental methods • financial viability of service delivery • hypothesis testing using statistical methods • interpretive methods • participation levels • quality of participant experiences such as <i>Paragraphs about leisure</i> (PAL) scale and <i>Recreation experience preference</i> (REP) scale
Politics	[all categories] • ideology • interests • power
Pressure groups	[all categories] • arts organisations • community organisations • employer associations • environmental groups • industry organisations • peak bodies • political organisations • sporting organisations • statutory authorities • trade unions
Political ideologies	[all categories] • capitalism • conservatism • democracy • environmentalism • feminism • Marxism • new right • socialism • traditional elitism • tribalism

Trigger events	[all categories] changes in • competitor strategies and staffing • economics, eg, impact of insurance changes • government (federal, state, local) • hosting of events • legislation, eg, bed tax • negative press • policy documents, eg, ecotourism strategy • social environment

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - Evaluate the political context of current leisure and recreation service delivery - Undertake contingency planning in relation to the prevalence of differing political ideologies - Monitor and respond to shifts in external influences impacting upon leisure and recreation service delivery
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRXINU015A Develop an effective leisure and recreation lobby campaign to achieve policy influence
Required knowledge and skills	- Required knowledge - A basic understanding of the implications of major ideologies for leisure and recreation including to contextualise analysis including: - Marxism: control of leisure/work time as a major source of conflict between capitalists and workers; leisure services, as part of the welfare state, help to prolong capitalism; leisure is part of the 'consumer society' through which the bourgeoisie maintains hegemonic power; - Democratic socialism: the provision of public services, including leisure, is part of the process of achieving a socialist society - Social democracy: public-sector services, including leisure services, are seen as part of the process of reforming capitalism - Conservatism: pragmatic support for public leisure services; support for excellence; support for voluntary efforts - Liberalism: leisure services should be run by the private sector where possible; taxation-supported services should be minimised - Environmentalism: environmentally damaging leisure activities should be discouraged, particularly those which demand material resources, fossil fuels and the use of natural resources - Feminism: more equal relationships between men and women would give women more leisure time and more freedom to pursue leisure interests; intervention is required to provide access to leisure infrastructure for women - Required skills - Ability to select and use appropriate technology - Analytical skills to determine decision-making processes, key positions and people - Strong research skills to identify sociological factors relating to participation levels - Strong communication skills to solicit and disseminate information

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	3	2	3	-	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining the political context of current and future leisure and recreation service delivery • Communicating ideas and information – To implement and document plans • Planning and organising activities – To source information and disseminate outcomes • Working with teams and others – Consulting with internal customers on contingency planning processes • Using mathematical ideas and techniques – Not applicable • Solving problems – To review and modify contingency and communication plans when necessary • Using technology – Using research databases, the Internet and other sources to collate intelligence on the political context Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU013A	PROMOTE SERVICE DELIVERY STRATEGIES AND CONCEPTS TO INTERNAL CUSTOMERS
INU	Industry

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

This unit encompasses strategic management skills to effectively educate and promote service delivery strategies and concepts to internal customers to ensure integrated and cohesive messages to the marketplace.

ELEMENT	PERFORMANCE CRITERIA
1 Interpret internal leisure and recreation service delivery strategies and operational plans	1.1 Existing <i>internal communication strategies</i> and <i>awareness collateral</i> of the organisation are reviewed against service delivery strategies and business plans 1.2 Relevant internal customers and groups are consulted for feedback into current <i>internal communication strategies</i> and <i>awareness collateral</i> 1.3 <i>Internal communication strategies</i> and <i>awareness collateral</i> are evaluated and future requirements determined
2 Develop internal communication strategies and awareness collateral	2.1 A pricing and quality framework for both the <i>internal communication strategy</i> and <i>awareness collateral</i> is developed 2.2 Internal communication strategies are developed and awareness collateral drafted 2.3 A <i>risk analysis</i> and cost-benefit analysis is undertaken prioritising strategies 2.4 Awareness collateral is developed in accordance with organisational budgets
3 Implement internal communication strategies and prepare awareness collateral	3.1 Performance criteria and targets are established to assess the success of internal communication strategies implemented and awareness collateral prepared 3.2 The internal target market for communication strategies and awareness collateral is clearly identified and documented in accordance with organisational policies and procedures 3.3 Identify and document the internal target market for both the <i>internal communication strategy</i> and <i>awareness collateral</i> 3.4 The <i>internal communication strategies</i> and <i>awareness collateral</i> are executed within the identified pricing and quality framework
4 Monitor, evaluate and modify where necessary internal communication strategies and awareness collateral	4.1 Systems and procedures are implemented to monitor and evaluate the implementation of the <i>internal communications strategies</i> and <i>awareness collateral</i> against the pre-determined performance criteria and targets 4.2 The <i>internal communications strategies</i> and <i>awareness collateral</i> are reviewed and modified based on the results of evaluation processes

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Awareness collateral	[all categories] • brochures • electronic files • flyers • inner web/intranets • newsletters
Internal communication strategies	[all categories] • e-mail updates • memos • organizational meetings • team meetings • workshops
Risk analysis	[all categories] consideration of • economic loss • Occupational Health and Safety • market reach • service delivery failure • target markets

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - Review and interpret current internal communication strategies and awareness collateral against service delivery strategies and business plans - Develop, implement and measure performance of internal communication strategies and awareness collateral - Monitor, evaluate and modify where necessary internal communication strategies and awareness collateral
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRXINU012A Manage the impact of politics on the delivery of leisure and recreation services - SRXINU015A Develop an effective leisure and recreation lobby campaign to achieve policy influence
Required knowledge and skills	- Required knowledge - A sound understanding of organisational structures and procedures - Access to and understanding of operational budgets - Access to and understanding of organisational values, goal and business plans - Required skills - Sound research skills to source information on current practises - Analytical skills to identify and evaluate opportunities - Strong communication skills to solicit and disseminate information - Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	3	2	2	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – To solicit feedback and devise strategies and awareness collateral • Communicating ideas and information – To implement and document plans • Planning and organising activities – To source data and disseminate outcomes • Working with teams and others – to solicit and interpret feedback • Using mathematical ideas and techniques – Not applicable • Solving problems – To review and modify strategies where necessary • Using technology – Using research databases, the Internet and other sources to collate market intelligence Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU014A	RESEARCH AND DOCUMENT THE HISTORY OF SPECIFIC LEISURE AND RECREATION SERVICE(S)
INU	Industry

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

This unit encompasses the process of undertaking and documenting the history and evolution of specific leisure and recreation service(s).

ELEMENT	PERFORMANCE CRITERIA
1 Undertake secondary research on the history of specific leisure and recreation service(s)	1.1 Organisational records are analysed for shifts impacting on the evolution of delivery for specific leisure and recreation service(s) 1.2 External sources are researched for supplementary information 1.3 Eras of leisure and influences are evaluated to determine their historical affect on the delivery of the service 1.4 A timeline is developed and documented plotting service delivery establishment and historical events of significance impacting the evolution of the service
2 Plan and prepare for primary research on the history of specific leisure and recreation service(s)	2.1 Secondary research is evaluated to identify key groups or individuals who could provide first hand accounts of the service during events of significance 2.2 Internal customers are consulted for advice on individuals or groups who could provide first hand accounts of the service during events of significance 2.3 A primary research plan is developed outlining the process for individual and/or group interviews of selected key groups and individuals 2.4 A framework of questions is developed to target areas of interest or areas where gaps exist in the researched history 2.5 Suitable equipment , interview locations and other resources are determined in accordance with the primary research plan
3 Conduct primary research on the history of specific leisure and recreation service(s)	3.1 Selected key groups and individuals are approached for willingness to participate in process and interview dates secured in accordance with the primary research plan 3.2 Recording equipment is set up and tested for operation prior to commencement of the interview 3.3 The history research process is explained to the group or individual and their consent to record and use the information provided is obtained in accordance with the organisation's privacy policy and principles 3.4 The framework of questions is posed to initiate the interview 3.5 Notes are taken to identify additional questions and support the recording 3.6 The interview process is managed to obtain anticipated and unanticipated information

4 Transcribe and validate information	4.1 Interviews are transcribed from recording equipment and provided to participatory groups and individuals for validation to affirm accuracy 4.2 Editing is undertaken in areas identified during validation process
5 Document and store history	5.1 Recordings and transcripts are stored to maintain recording quality and satisfy organisational security and privacy requirements 5.2 The history of the leisure and recreation service(s) is documented in accordance with organisational policies and procedures 5.3 Information on the leisure and recreation service(s) history is utilised by the organisation in accordance with organisation's privacy policy

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Eras of leisure	[all categories] • Agrarian • Baroque • fashion • hippy • industrial • informational, technological • pre- and post-colonisation • Renaissance
Equipment	[all categories] • dictaphone • stationary • video camera • voice recognition software
Events of significance	[all categories] • culture • economic • industrial • political • religious • sociological • technological
External sources	[all categories] • community sources, eg, local government • government agencies, eg, Australian Bureau of Statistics, Australian Sports Commission • government departments at all levels, eg, Department of Industry, Science and Resources, Department of Communications, Information Technology and the Arts, State Department's of Sport and Recreation • Internet • libraries, eg, newspapers, industry magazines and newsletters, academic journals

Influences	[all categories] • changes in legislation relating to leisure • communications media • emergence of recreation profession • government policy relating to leisure and recreation • health and welfare issues • patronage • sponsorship
Shifts	[all categories] • financial costs of participation • locations of service delivery • participation patterns, eg, total numbers, gender, age brackets

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to - develop a historical timeline of significant events internal and external to the organisation impacting on the evolution of a specific leisure and recreation service - identify key groups or individuals who could contribute supplementary information to address gaps - interview and validate information from key groups or individuals - document and store the history of the leisure and recreation service(s) to maintain recording quality and in accordance with organisational privacy policies
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - A basic understanding of the characteristics of different eras of leisure including Agrarian, industrial, informational, technological, fashion, baroque, hippy, renaissance, pre- and post-colonisation - A basic understanding of historical events and their resulting impact on leisure and recreation including religious, industrial, technological, political, and economic - Required skills - Strong research skills to develop a historical timeline for delivery of a specific leisure and recreation service - Analytical skills to identify and address information gaps - Strong communication skills to solicit and disseminate information - Ability to select and use appropriate technology

Resource implications	- Physical resources – assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in the workplace - literature and texts including current journals and articles - Human resources – assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	2	2	2	-	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information – Determining and documenting the history of a leisure and recreation service • Communicating ideas and information – Communicating the history of service delivery within the organisation • Planning and organising activities – To source and disseminate information • Working with teams and others – To identify key groups or individuals • Using mathematical ideas and techniques – Not applicable • Solving problems – To address gaps in historical information • Using technology – Using research databases, the Internet and other sources to collate historical information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRXINU015A	DEVELOP AN EFFECTIVE LEISURE AND RECREATION LOBBY CAMPAIGN TO ACHIEVE POLICY INFLUENCE
INU	Industry

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

This unit encompasses strategic management skills to develop and execute an effective lobby campaign to achieve policy influence through determining public perceptions of participation in current leisure and recreation service delivery, promoting the benefits of participation through appropriate channels, devising responses to negative perceptions, and the implementation of evaluated opportunities most likely to achieve policy influence.

ELEMENT	PERFORMANCE CRITERIA
1 Determine public perception(s) of participation in current leisure and recreation service delivery	1.1 Public perception(s) of participation in current leisure and recreation service delivery are researched from appropriate sources and evaluated 1.2 Systems are implemented to monitor and capture ongoing data on public perceptions of participation in the current leisure and recreation service
2 Develop lobby campaign strategies to achieve policy influence	2.1 Objective(s) of lobby campaign are determined 2.2 Performance criteria for measuring campaign effectiveness are established 2.3 Sound positions are developed with supporting arguments 2.4 Responses to anticipated contrary positions are devised 2.5 The authority or mandate to execute campaign position is confirmed and communicated within the organisation 2.6 Source(s) of community centres of power to be influenced to achieve campaign outcomes are determined
3 Evaluate opportunities to achieve policy influence	3.1 Appropriate methods of influencing policy are determined 3.2 Individuals and target groups are approached and secured for their willingness to advance campaign position
4 Execute and promote lobby campaign position	4.1 Internal customers are educated on campaign position and provided with regular status update on campaign outcomes 4.2 Appropriate forums for communicating campaign position are determined and secured 4.3 Presentations are delivered to relevant stakeholders to secure empathy and support for the campaign position 4.4 Appropriate communication styles are engaged to suit specific audiences 4.5 Systems are implemented to solicit feedback from stakeholders and monitor contrary positions 4.6 Campaign strategies are regularly reviewed to address contrary positions
5 Engage appropriate media to maximize empathy to issues	5.1 Appropriate media are identified in accordance with lobby campaign strategies 5.2 Working relationships with identified individuals and target groups and media personnel are established to arrange effective coverage of campaign position 5.3 Media releases are developed and executed in accordance with lobby campaign strategies

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 Range Statements may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Community centres of power	[all categories] • community interest groups • industry and commerce • pressure groups • public servants/government departments • the courts • the armed forces • the police • the communication media/press • trades unions
Forums	[all categories] • conferences • expos • meetings, eg, individual and group • protest/rally • school visits
Individuals and target groups	[all categories] • athletes • community organisations • employer associations • government departments, Ministers and advisers • high profile professionals within the leisure and recreation industries • high profile individuals with an interest in leisure and recreation • peak bodies • political organisations • statutory authorities • unions
Media	[all categories] • advertising such as posters, billboards, flyers • print media such as newspapers, industry magazines and newsletters, academic journals • radio programs • television programs • websites

Methods of influencing policy	[all categories] • citizens • elections • flyers • industry publications, newsletters • initiated referenda • lobbying politicians, political parties, government departments • market research • media interviews • meetings • participation at conferences and expos • petitions • posters/ billboards • press releases • protests • submissions • websites
Sources	[all categories] • articles, eg, newspapers, industry newsletters, academic journals • employment patterns • financial information, eg, contribution to Gross Domestic Product, information specific to services being delivered, information specific to competitors services • government departments at all levels, eg, federal, state, and local • government agencies, eg, Australian Sports Commission, Australian Bureau of Statistics • Internet • media monitoring, eg, television and radio • original research, eg, surveys • other statistics • participation patterns

Evidence Guide

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

Critical aspects of evidence to be considered	- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to: - determine and monitor public perceptions of participation in a specific leisure and recreation service - develop lobby campaign strategies that include clear objectives, responses to anticipated contrary positions and evaluation criteria for measuring performance - effectively evaluate opportunities to achieve policy influence - distribute information in an effective manner to gain access to a wider audience - lobby effectively through appropriate forums and media using relevant communication techniques
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SRXINU012A Manage the impact of politics on the delivery of leisure and recreation services - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRXINU013A Promote service delivery strategies and concepts to internal customers
Required knowledge and skills	- Required knowledge - Theoretical concepts of power and hegemony in terms of politics and leisure in Australia - A detailed understanding of types of public policy in Australia - An understanding of the characteristics and processes that influence policy on leisure and recreation - An understanding of pressure groups and their impacts on corresponding leisure and recreation policies - An understanding of the parameters of business in the leisure and recreation industry - An understanding of research processes and strategies - Required skills - Analytical skills to determine decision-making processes and key positions and people - Communication skills in relation to listening, questioning, non-verbal communication and the ability to relate to people from a range of social, cultural and ethnic backgrounds - Ability to select and use appropriate technology

Resource implications	- Physical resources - assessment of this competency requires access to - a real or simulated work environment - appropriate documentation and resources normally used in 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) must - be competent in this unit but preferably be competent in the unit at the level above - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport or recreation in Australia. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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
3	3	3	3	1	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 4. Use routine approaches 5. Select from routine approaches 6. Establish new approaches • Collecting, analysing and organising information – To critically interpret public perceptions • Communicating ideas and information – To promote campaign objectives and lobby effectively • Planning and organising activities – To ensure sufficient resources and awareness forums are secured • Working with teams and others – To collect and analyse information • Using mathematical ideas and techniques – Evaluating opportunities to gain a wider audience • Solving problems – Responding to contrary positions • Using technology - Using the Internet, library and other databases to access and communicate current information on the topic Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						