

CONTENTS

Introduction.....	1
Australian Qualifications Framework.....	3
TDT 107 98 Certificate I in Transport and Distribution (Rail Civil Infrastructure).....	4
TDT 207 98 Certificate II in Transport and Distribution (Rail Civil Infrastructure).....	5
TDT 307 98 Certificate III in Transport and Distribution (Rail Civil Infrastructure).....	7
TDT 407 98 Certificate IV in Transport and Distribution (Rail Civil Infrastructure).....	8
Rail Civil Infrastructure Competency Standards.....	9
Summary of Key Competency Strands and Levels.....	12
Equipment Checking and Maintenance	
TDT RB 11 98A Maintain and Use Basic Hand Tools.....	13
TDT RB 12 98A Use and Maintain Minor Mechanical Equipment.....	16
TDT RB 13 98A Undertake General Site Maintenance.....	19
TDT RB 14 98A Clean Up Plant, Equipment and Worksite.....	22
TDT RB 15 98A Maintain Structures and their Components.....	25
TDT RB 16 98A Repair and Splice Cable Rope and Hose.....	28
TDT RB 17 98A Maintain Poles and Associated Hardware.....	31
TDT RB 18 98A Maintain Insulating Oils.....	34
TDT RB 19 98A Install and Maintain Guard and Check Rails.....	37
TDT RB 20 98A Conduct Detailed Structures Examination.....	40
TDT RB 21 98A Maintain Track Geometry.....	43
TDT RB 22 98A Record and Analyse Track Parameters.....	46
TDT RB 23 98A Inspect Poles and Associated Hardware.....	49
TDT RB 24 98A Visually Inspect and Monitor Track.....	52
TDT RB 25 98A Conduct Inspection of Safeworking Procedures and Infrastructure.....	55
TDT B1 97A Check and Assess Operational Capabilities of Equipment.....	58
TDT B2 97A Test Equipment and Isolate Faults.....	61
Drive Vehicles	
TDT RC 07 98A Operate On-Track Self Propelled Equipment.....	64
TDT C3 97A Drive Medium Rigid Vehicle.....	67
Load Handling	
TDT D1 97A Shift Materials Safely.....	70
TDT D2 97A Use Manual Handling Equipment.....	73
Communication and Calculation	
TDT E1 97A Present Workplace Information.....	76
TDT E2 97A Estimate/Calculate Mass, Area and Quantify Dimensions.....	79
TDT E3 97A Participate in Workplace Communication.....	82
TDT E4 97A Prepare Workplace Documents.....	85
TDT E5 97A Carry Out Workplace Calculations.....	88
TDT E7 97A Use Vehicle Communication Systems.....	91
TDT E8 97A Process Workplace Documentation.....	94

Occupational Health and Safety		
TDT RF 01 98A	Investigate Safety Incidents	97
TDT RF 02 98A	Operate and Maintain Fire Fighting Equipment.....	100
TDT RF 04 98A	Manage Emergencies.....	103
TDT RF 16 98A	Implement and Monitor Environmental Protection Policies and Procedure	106
TDT F1 97A	Follow OH&S Procedures.....	109
TDT F2 97A	Conduct Housekeeping Activities.....	112
TDT F3 97A	Implement & Monitor OH&S Procedures.....	115
TDT F6 97A	Apply Accident-Emergency Procedures.....	118
TDT F8 97B	Provide First Aid in the Workplace	121
TDT F11 97A	Care for the Environment.....	124
Teamwork		
TDT G1 97A	Work Effectively with Others.....	127
TDT G2 97A	Lead Work Team or Group	130
Customer Service		
TDT I2 97A	Apply Customer Service Skills	133
Quality		
TDT J1 97A	Apply Quality Procedures	136
TDT J2 97A	Apply Quality Systems.....	139
Computers and Technology		
TDT K2 97A	Use Infotechnology Devices in the Workplace	142
Resource Management		
TDT RL 03 98A	Promote Effective Workplace Practice.....	145
TDT RL 06 98A	Develop Rosters	148
TDT RL 07 98A	Apply and Amend Rosters	151
TDT L1 97A	Complete Induction Procedures.....	154
TDT L3 97A	Conduct Induction Process.....	157
Training		
TDT M1 97A	Prepare for Training (Category 1)	160
TDT M2 97A	Deliver Training (Category 1).....	163
TDT M3 97A	Review Training (Category 1)	166
TDT M4 97A	Prepare for Training (Category 2)	169
TDT M5 97A	Deliver Training (Category 2).....	172
TDT M6 97A	Review and Promote Training (Category 2)	175
Assessment		
TDT N1 97A	Conduct Assessment in Accordance with an Established Assessment Procedure.....	178
TDT N2 97A	Extension Unit - Plan and Review Assessment.....	183
TDT N3 97A	Develop Assessment Tools	187

Financial Management		
TDT RQ 01 98A	Maintain Customer Credit Accounts and Services	192
Carry Out Operations on Equipment and Systems		
TDT RR 01 98A	Protect Track	195
TDT RR 02 98A	Oversee Track Protection	198
TDT RR 03 98A	Weld Rail Using Flashbutt Technique.....	201
Installation and Commissioning		
TDT RS 01 98A	Install and/or Remove Minor Structures.....	204
TDT RS 02 98A	Install Structure Assembly	207
TDT RS 03 98A	Install and Maintain Rail Lubricators	210
TDT RS 04 98A	Install and Maintain Traction Bonding.....	213
Construction		
TDT RT 01 98A	Prepare Worksite.....	216
TDT RT 02 98A	Access and Secure Worksites	219
TDT RT 03 98A	Undertake Track Ballast Activity	222
TDT RT 04 98A	Replace Railway Sleepers.....	225
TDT RT 05 98A	Install Rail.....	228
TDT RT 06 98A	Maintain Track	231
TDT RT 07 98A	Maintain and Erect Retaining Walls	234
TDT RT 08 98A	Install and Maintain Temporary Track Support.....	237
TDT RT 09 98A	Install and Maintain Structural Fastening Systems.....	240
TDT RT 10 98A	Install and Maintain Fences and Gates	243
TDT RT 11 98A	Install Overhead Wiring Structure	246
TDT RT 12 98A	Install and Maintain Rock Structure	249
TDT RT 13 98A	Mix and Place Chemical Repair Products	252
TDT RT 14 98A	Undertake Rail Earthworks	255
TDT RT 15 98A	Maintain Rail Integrity	258
Environment		
TDT RU 02 98A	Implement Pest and Vegetation Control Program	261
TDT RU 03 98A	Conduct Controlled Burn Off.....	264
TDT RU 04 98A	Establish and Maintain Landscape Gardens.....	267
TDT RU 05 98A	Conduct Chemical Vegetation Control	270
Contextualisation Statement		273
Imported Units		276

INTRODUCTION

The 1998 version of the Transport and Distribution Training Package contains nine documents:

- Users Guide
- Assessment Guidelines
- Road Transport Competency Standards and Qualifications
- Warehousing Competency Standards and Qualifications
- Stevedoring Competency Standards and Qualifications
- Rail Operations Competency Standards and Qualifications
- Rail Passenger Services Competency Standards and Qualifications
- Rail Freight Services Competency Standards and Qualifications
- Rail Civil Infrastructure Competency Standards and Qualifications

Each Competency Standards manual includes the framework that details the requirements for completion of a qualification, under the Australian Qualification Framework.

It is important that this manual be used in conjunction with the Users Guide and Assessment Guidelines. Users should also reference the Australian Recognition Framework.

The Rail Transport Sector acknowledges the need to apply selected cross industry standards and standards from other industries. These have not been fully reproduced in this Training Package. These standards are listed at the end of this document. To ensure currency and correct usage, Registered Training Organisations and Enterprises wishing to include these standards in the development of a qualification are required to source the latest version of the standards from the origin developer. Further the standards are only to be used in building Rail qualifications at the comparable AQF level of the origin standards and qualification. A rail contextualisation statement is also contained at the end of this manual. The statement should be read in conjunction with the existing Range of Variables and Evidence Guides of competency units concerned. The additional information in the contextualisation statement should be used to ensure that training programs and assessment processes based on the standards, and designed for use with Rail sector trainees and staff related in a meaningful way to key aspects and requirements of the Rail sector context, particularly "safe working".

The Transport and Distribution Training Package is subject to continuous revision. It is suggested that users confirm the status of this manual prior to use. Confirmation can be given from:

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AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Transport and Distribution Training Package provides significant flexibility to Registered Training Organisations, enterprises and individuals in packaging units together which lead to a qualification.

This level of flexibility reflects the multiple job roles, enterprise requirements and changing technological nature of the industry. It is expected however that users of this Training Package select units, which packaged together, provide a coherent qualification, inclusive of all the competencies necessary to fulfill occupation requirements.

Importantly, the flexibility of packaging available within the qualifications framework must be considered within the responsibility of individuals, enterprises and/or industry codes of practice necessary at an occupational level.

In packaging units together to form a training program, users should be aware of requirements set out in the Transport and Distribution Assessment Guidelines, and the Australian Recognition Framework. The qualification framework within this manual provides the units available within each qualification level and requirements for completion of a qualification.

CHARACTERISTICS OF THE QUALIFICATION**Title:**

Certificate I in Transport and Distribution (Rail Civil Infrastructure)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 1.

"Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate I. Users are required to 7 select units, which packaged together, provide a coherent qualification, inclusive of the competencies necessary to fulfil occupation requirements

FIELD		UNIT	
B	Equipment Checking and Maintenance	TDT RB 11 98A	Maintain and Use Basic Hand Tools
		TDT RB 13 98A	Undertake General site maintenance
		TDT RB 14 98A	Clean up Plant, Equipment and worksite
D	Load Handling	TDT D1 97A	Shift Materials Safely
		TDT D2 97A	Use Manual Handling Equipment
E	Communications and Calculations	TDT E3 97A	Participate in Workplace Communication
		TDT E5 97A	Carry Out Workplace Calculations
F	Occupational Health and Safety	TDT F1 97A	Follow OH&S Procedures
		TDT F2 97A	Conduct Housekeeping Activities
G	Teamwork	TDT G1 97A	Work Effectively with Others
I	Customer Service	TDT I2 97A	Apply Customer Service Skills
L	Resource Management	TDT L1 97A	Complete Induction Procedures
T	Construction	TDT RT 01 98A	Prepare Worksite

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

TDT 207 98 CERTIFICATE II IN TRANSPORT & DISTRIBUTION
(RAIL CIVIL INFRASTRUCTURE)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate II in Transport and Distribution (Rail Civil Infrastructure)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 2.

"Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes"

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate II. Certificates I units (7), are prerequisites for this qualification. Users are required to 7 select units, which packaged together, provide a coherent qualification, inclusive of the competencies necessary to fulfil occupation requirements

FIELD		UNIT	
B	Equipment Checking and Maintenance	TDT RB 12 98A	Use and Maintain Minor Mechanical Equipment
		TDT RB15 98A	Maintain Structures and their Components
		TDT RB16 98A	Repair and Splice Cable Rope and Hose
		TDT RB17 98A	Maintain Poles and Associated Hardware
		TDT RB18 98A	Maintain Insulating Oils
		TDT RB19 98A	Install and maintain Guard and Check Rails
		TDT B1 97A	Check and Assess Operational Capabilities of Equipment
C	Drive Vehicles	TDT RC 07 98A	Operate on track self Propelled Equipment
		TDT C3 97A	Drive Medium Rigid Vehicle
E	Communications and Calculations	TDT E7 97A	Use Vehicle Communication Systems
		TDT E8 97A	Process Workplace Documentation
F	Occupational Health and Safety	TDT RF 02 98A	Operate and Maintain Fire Fighting Equipment
		TDT F6 97A	Apply Accident - Emergency Procedures
		TDT F11 97A	Care for the Environment
J	Quality	TDT J1 97A	Apply Quality Procedures
R	Carry Out Operations on Equipment and Systems	TDT RR 01 98A	Protect Track
K	Computers and Technology	TDT K2 97A	Use Infotechnology Devices in the Workplace
S	Installation and Commissioning	TDT RS 01 98A	Install and/or Remove Minor Structures
		TDT RS 02 98A	Install structure Assembly
		TDT RS 03 98A	Install and Maintain Rail Lubricators
		TDT RS 04 98A	Install and Maintain Traction Bonding

TDT 207 98 CERTIFICATE II IN TRANSPORT & DISTRIBUTION
(RAIL CIVIL INFRASTRUCTURE)

CONTINUED:

FIELD Continued		UNIT Continued	
T	Construction	TDT RT 02 98A	Access and Secure Worksites
		TDT RT 03 98A	Undertake Track Ballast Activity
		TDT RT 04 98A	Replace Railway Sleepers
		TDT RT 05 98A	Install Rail
		TDT RT 06 98A	Maintain Track
		TDT RT 07 98A	Maintain and Erect Retaining Walls
		TDT RT 08 98A	Install and Maintain Temporary Track Support
		TDT RT 09 98A	Install and Maintain Structural Fastening systems
		TDT RT 10 98A	Install and Maintain fences and gates
		TDT RT 11 98A	Install Overhead Wiring Structure
		TDT RT 12 98A	Maintain Rock Structures
		TDT RT 13 98A	Mix and Place Chemical Repair Products
		U	Environment
TDT RU 03 98A	Conduct Controlled Burn Off		
TDT RU 04 98A	Establish and Maintain Landscape Gardens		
TDT RU 05 98A	Conduct Chemical Vegetation Control		

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines. If additional units are acquired credit for two additional units may be credited to Certificate III.

TDT 307 98 CERTIFICATE III IN TRANSPORT & DISTRIBUTION
(RAIL CIVIL INFRASTRUCTURE)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate III in Transport and Distribution (Rail Civil Infrastructure)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 3.

"Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgment is required in the selection of equipment, services or contingency measures and within known time constraints."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate III. Certificates II units (7), are prerequisites for this qualification. Users are required to 7 select units, which packaged together, provide a coherent qualification, inclusive of the competencies necessary to fulfil occupation requirements

FIELD		UNIT	
B	Equipment Checking and Maintenance	TDT RB 20 98A	Conduct detailed structures examination
		TDT RB 21 98A	Maintain Track Geometry
		TDT RB 22 98A	Record and Analyse Track Parameters
		TDT RB 23 98A	Inspect poles and Associated Hardware
		TDT RB 24 98A	Visually Inspect and Monitor Track
		TDT B2 97A	Test Equipment and Isolate Faults
E	Communications and Calculations	TDT E1 97A	Present Workplace Information
		TDT E2 97A	Estimate/Calculate Mass, Area and Quantify Dimensions
		TDT E4 97A	Prepare Workplace Documents
F	Occupational Health and Safety	TDT F3 97A	Implement & Monitor OH&S Procedures
		TDT F8 97A	Provide First Aid in the Workplace
G	Teamwork	TDT G2 97A	Lead Work Team or Group
J	Quality	TDT J2 97A	Apply Quality Systems
L	Resource Management	TDT L3 97A	Conduct Induction Process
M	Training	TDT M1 97A	Prepare For Training (Category 1)
		TDT M2 97A	Deliver Training (Category 1)
		TDT M3 97A	Review Training (Category 1)
N	Assessment	TDT N1 97A	Conduct Assessment in Accordance with an Established Assessment Procedure
R	Carry Out Operations an Equipment and Systems	TDT RR 02 98A	Oversee Track Protection
		TDT RR 03 98A	Weld Rail Using Flashbutt Technique
T	Construction	TDT RT 14 98A	Undertake Rail Earthworks
		TDT RT 15 98A	Maintain Rail Integrity

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the 22 units (Training Units are consider to be 1 unit for the purpose of packaging together a qualification) aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate IV in Transport and Distribution (Rail Civil Infrastructure)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 4.

"Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate IV. Certificates III units (7), are prerequisites for this qualification.

FIELD		UNIT	
B	Equipment Checking and Maintenance	TDT RB 25 98A	Conduct Inspection Of Safeworking Procedures And Infrastructure
F	Occupational Health and Safety	TDT RF 01 98A	Investigate safety Incidents
		TDT RF 04 98A	Manage Emergencies
		TDT RF 16 98A	Implement and Monitor Environmental Protection Policies and Procedures
L	Resource Management	TDT RL 03 98A	Promote Effective Workplace Practice
		TDT RL 06 98A	Develop Rosters
		TDT RL 07 98A	Apply and Amend Rosters
M	Training	TDT M4 97A	Prepare for Training (Category 2)
		TDT M5 97A	Deliver Training (Category 2)
		TDT M6 97A	Review and Promote Training (Category 2)
N	Assessment	TDT N2 97A	Extension Unit - Plan & Review Assessment
		TDT N3 97A	Develop Assessment Tools
Q	Financial Management	TDT RQ 01 98A	Maintain Customer Credit Accounts and Services
U	Environment	TDT RU 01 98A	Implement and Monitor Environmental Protection Policies and Procedures

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

COMPETENCY STANDARDS

- Are the criteria to be used for any assessment leading to national recognised qualifications
- Are required to provide sufficient detail for a proper assessment of competency
- Must reflect workplace competency needs, they are not a course of training
- Are made of building blocks called units. A collection of units of competency (Competency Standards) needs to cover the full range of work activities within an industry. Sometimes units of competency from other industry sectors may be used to reduce duplication. Assessments will group together relevant units of competency
- Are to be used for assessment of new or existing employees and may assist employees to assess their own skills and knowledge and identify where training is needed
- Need to be able to be used flexibly by enterprises to reflect the different job roles and functions of individuals as well as the different business activities of the enterprise
- Competency Standards are intended to describe industry's perspective of work requirements for the industry sector or across industry.

Standards Describe:

- The kinds of skills, knowledge and attributes needed to be applied in work activities
- The indicators that describe when someone performs these activities well
- What employers and workers describe as required work competence
- The criteria used for assessment of competency

The Standards are not a curriculum document or a training program. Standards provide a basis for assessment including the recognition of current competency within the National Training Framework.

STRUCTURE AND LAYOUT OF THE STANDARDS

Each unit of competency consists of:

- Elements
- Performance criteria
- Evidence guide
- Range of variables

Performance Criteria, Range of Variables and Evidence Guides together identify what must be assessed for a unit of competency within the framework provided by the elements statements. Units of Competency may be assessed (and learned) in an integrated fashion with other units of competency.

UNITS OF COMPETENCY

Describe a broad area of performance.

Units of competency must:

- Be transferable and integrate a number of skills
- Define a major skills area of industry
- Relate to realistic work place activities
- Allow contextualisation to particular workplaces, products, work systems and circumstances whilst maintaining transferability

Successful achievement of units of competency would normally require the use of several skills and the application of knowledge, attitudes and values in the work.

Contextualisation and customisation must maintain the integrity of the units of competency.

ELEMENTS OF COMPETENCY

Identify and describe actions of outcomes (performances) which are observable. They are the smallest logical, identifiable, discrete sub-groupings of actions and knowledge that make up a unit of competency.

They are the component activities of the unit.

An element defines the skills associated with the unit. Elements provide further information on the scope of the unit of competency.

PERFORMANCE CRITERIA

Outline what people do to display competency.

Performance criteria are as precise as possible.

They:

- Describe evidence that is observable
- Describe only essential aspects of performance
- Refer to the work requirements where practicable
- Describe aspects of work organisations and the overall work role
- Avoid specifying procedures or methods

RANGE OF VARIABLES

Specify the range of contexts and conditions in which the competency is valid. Information must include:

- Legislation such as Occupational Health and Safety
- The range of equipment, processes and procedures
- Requirements arising from enterprise procedures
- Special characteristics and needs of customers
- Particular locations
- The range of applications arising from particular quality assurance systems

EVIDENCE GUIDES

Cover the required evidence of competency including the critical aspects of a unit including underpinning knowledge and the relationship of the unit to other units of competency.

The Evidence Guides provide information for assessors and candidates, supplementing information given in the Performance Criteria.

KEY COMPETENCIES

There are also competencies that underlie all work, the Key Competencies. Key competencies are integrated within the units of competency and are allocated to three performance levels.

Key Competencies are seen to have the capacity to assist in the transfer of knowledge and skill to new situations eg. different equipment or software, new processes.

1. *Collecting, analysing and organising information*

The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods to obtain it.

2. *Communicating ideas and information*

The capacity to communicate effectively with others using a range of spoken, written, graphic and other non-verbal means of expression.

3. *Planning and organising activities*

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

4. *Working with others in teams*

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. *Using mathematical ideas and techniques*

The capacity to use concepts such as number, space and measurement and techniques such as estimation for practical purposes.

6. *Solving problems*

The capacity to apply problem solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.

7. *Using technology*

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems. (Mayer, 1992)

SUMMARY OF KEY COMPETENCY STRANDS AND LEVELS

KEY COMPETENCIES	PERFORMANCE LEVEL 1	PERFORMANCE LEVEL 2	PERFORMANCE LEVEL 3
1. Collecting, analysing and organising ideas and information	Access and record - single source	Access, select and record - more than one source	Access, evaluate and organise - range of sources
2. Communicating ideas and information	Simple - familiar setting	Complex - particular context	Complex - variety of contexts
3. Planning and organising activities	Under supervision	With guidance	Independently initiate and evaluate complex activity
4. Working with others and in teams	Familiar activities	Help formulate and achieve goals	Collaborate in complex activities
5. Using mathematical ideas and techniques	Simple tasks	Select appropriate complex tasks	Evaluate and adapt as appropriate for task
6. Solving problems	Routine - minimal supervision Exploratory - close supervision	Routine - independently Exploratory - with guidance	Complex problems Implement systematic approach; explain processes
7. Using technology	Reproduce or present basic product or service	Construct organise or operate products or services	Design or tailor products or services

DESCRIPTION:

This unit covers the skills required to select and use the correct hand tool for a job, maintain basic hand tools and secure and store hand tools according to safety, organisation and manufacturers specifications.

ELEMENT	PERFORMANCE CRITERIA
1. Select and use hand tools	a. Correct tools for work to be carried out are chosen to ensure efficient and safe working conditions. b. Appropriate personal safety protection is used to minimise the risk of personal injury.
2. Maintain basic hand tools	a. Equipment is cleaned and maintained in accordance with manufacturers specifications and/or local instructions to ensure correct functionality of equipment. b. Any unserviceable tools are repaired, replaced or reported to relevant personnel to ensure correct functionality.
3. Secure and store hand tools	a. Tools are transported in a safe, secure, efficient manner to minimise risk of injury to personnel and damage to equipment. b. Tools are stored and secured according to manufacturers or organisational procedures to prevent damage to, and losses of, equipment.

Range Of Variables

MAINTAIN AND USE BASIC HAND TOOLS

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1. mechanical handling/lifting equipment d.2. basic hand tools e. Materials may include: <ul style="list-style-type: none"> e.1. servicing materials such as lubricants e.2. bi-products associated with using tools, eg nails, screws etc.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Use and maintenance of basic hand tools may be obtained from: <ul style="list-style-type: none"> a.1. works orders a.2. organisation personnel a.3. manufacturers specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to use and maintenance of basic hand tools. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1. personal injury c.2. tool malfunction d. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used. e. Regulations/standards include safe working regulations, workplace regulations, quality improvements, QA plans, data and document control, workplace OHS, technical instructions.
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation regarding use of hand tools b. Environmental Protection Act c. Australian Standards

Evidence Guide

MAINTAIN AND USE BASIC HAND TOOLS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. select and use hand tools correctly, relevant to job requirements a.2. maintain hand tools to specifications of organisation and manufacturer a.3. secure and store hand tools correctly a.4. select and appropriately use protective clothing a.5. locate, interpret and apply relevant information a.6. work effectively with others a.7. maintain workplace records a.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function:</p> <ul style="list-style-type: none"> a.1. Plan work requirements a.2. Clean up worksite a.3. Arrange track protection a.4. Participate in a team to achieve designated tasks a.5. Apply workplace health and safety procedures
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. ability to use hand tools according to job requirements, manufacturer's specifications and workplace safety guidelines a.2. ability to obtain train information to contribute to a safe work site a.3. ability to follow workplace health and safety practices and procedures a.4. maintain hand tools according to guidelines and procedures
4. Resource implications	<p>a. Access to variety of hand tools, safety guidelines relating to each tool, job requirements, maintenance equipment, storage facilities, relevant personnel and management.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

This unit covers the skills required to use minor mechanical equipment and hand tools following safety procedures, and maintain equipment according to manufacturer's and organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1. Carry out pre-operation checks	<ul style="list-style-type: none"> a Pre-operational checks are conducted to manufacturers specifications to ensure optimum functionality of equipment. b Necessary adjustments to equipment are made to ensure efficient operation, according to manufacturer's instructions. c Faulty equipment is reported to relevant person to ensure equipment is safe and effective to use.
2. Operate mechanical equipment	<ul style="list-style-type: none"> a Equipment is operated in accordance with manufacturer's or organisation operating instructions to ensure safe and effective operation. b Appropriate personal safety protection is used to minimise the risk of injury to operator. c Work operational hazards are eliminated or controlled appropriately when using equipment to ensure safe working conditions. d Assisting personnel are given clear instructions about their duties if required to ensure safe and effective working conditions
3. Conduct routine maintenance	<ul style="list-style-type: none"> a Equipment is cleaned and maintained in accordance with manufacturers specifications to ensure optimum functionality. b Detailed and accurate records are maintained according to organisation procedures.
4. Secure and store	<ul style="list-style-type: none"> a. Equipment is handled and transported in a safe, secure, efficient manner to minimise risk of injury to personnel and damage to equipment. b. Equipment is stored and secured according to manufacturers or organisational procedures to prevent damage and losses of equipment.

Range Of Variables

USE AND MAINTAIN MINOR MECHANICAL EQUIPMENT

VARIABLE	SCOPE
1. General context	a Work is performed under minimal supervision, generally within a team environment.
2. Worksite environment may include	<p>a Operations conducted by day or night.</p> <p>b Work conducted in restricted spaces or exposed conditions or controlled or open environments.</p> <p>c Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles.</p> <p>d Equipment may include:</p> <ul style="list-style-type: none"> a.1 mechanical handling/lifting equipment b.1 basic hand tools c.1 small plant such as motorised borers and saws <p>e Materials may include:</p> <ul style="list-style-type: none"> a.1 servicing materials such as lubricants b.1 byproducts associated with using tools eg: nails, screws etc.
3. Sources of information/documents may include	a. Use and maintenance of minor equipment may be obtained from: <ul style="list-style-type: none"> a.1 works orders b.1 organisation personnel c.1 manufacturers specifications
4. Workplace context may include	<p>a Work organisation procedures and practices relevant to use and maintenance of minor mechanical equipment.</p> <p>b Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> a.1 workplace agreements and awards b.1 State, Federal or Territory Legislation <p>c Contingency processes may involve:</p> <ul style="list-style-type: none"> a.1 personal injury b.1 tool malfunction <p>d Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p> <p>e Regulations/standards include safe working regulations, workplace regulations, quality improvements, QA plans, data and document control, workplace OHS, technical instructions.</p>
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a Occupational Health & Safety legislation regarding use of minor equipment including hand tools b Environmental Protection Act c Australian Standards

Evidence Guide

USE AND MAINTAIN MINOR MECHANICAL EQUIPMENT

1. Critical aspects of evidence to be considered	a Assessment must confirm appropriate knowledge and skills to: a.1 carry out pre-operational checks correctly b.1 identify faulty equipment quickly and accurately c.1 operate equipment correctly according to manufacturer's or organisation guidelines d.1 control operating environment efficiently e.1 use appropriate safety equipment f.1 maintain and clean equipment to specifications of organisation and manufacturer g.1 transport and store equipment correctly h.1 select and appropriately use protective clothing i.1 locate, interpret and apply relevant information j.1 work effectively with others k.1 maintain workplace records l.1 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context m.1 follow the designated work plan for the job
2. Interdependent assessment of units	a This unit of competency may be assessed in conjunction with other units that form part of a job role or function: a.1 Plan work requirements b.1 Arrange track protection c.1 Participate in a team to achieve designated tasks d.1 Apply workplace health and safety procedures
3. Required knowledge and skills	a Displays in job role knowledge and skills including: a.1 use basic mechanical equipment according to job requirements, manufacturer's specifications and workplace safety guidelines b.1 ability to obtain train information to contribute to a safe work site c.1 ability to follow workplace health and safety practices and procedures d.1 maintain basic mechanical equipment according to guidelines and procedures
4. Resource implications	a Access to variety of equipment, safety guidelines relating to each tool, job requirements, maintenance equipment, storage facilities, relevant personnel and management.
5. Consistency in performance	a Applies underpinning knowledge and skills when: a.1 describing consequences b.1 completing tasks c.1 identifying improvements d.1 applying safety precautions relevant to the task e.1 assessing operational capability of equipment used and work processes selected b Shows evidence of application of relevant workplace procedures including: a.1 job procedures and work instructions b.1 quality procedures (where existing) c.1 security procedures d.1 following enterprise housekeeping processes c Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	a Assessment may occur on the job or in a simulated workplace

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	2	1	2

DESCRIPTION

This unit covers the skills required to prepare, maintain and apply pest and vegetation control actions required at work sites within the Australian rail industry.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work	<ul style="list-style-type: none"> a. Works order including drawings, sketches and material lists is received/accessed, analysed and confirmed if necessary by site inspection. b. Resources, including equipment and materials are identified and obtained. c. Liaison and communication issues with other personnel at the site are resolved. d. Hazards are identified prior to commencement of work. e. Site safety requirements are observed.
2. Conduct site housekeeping functions	<ul style="list-style-type: none"> a. Stores, materials and equipment are loaded/off loaded safely and secured. b. Site including stores and materials are laid out to plan. c. Stores and materials are checked for serviceability, cleaned as necessary and prepared for use. d. Minor earthwork maintenance is conducted. e. Excess materials and refuse are disposed of/returned as required by organisation procedures.
3. Apply Pest and Vegetation Control Measures	<ul style="list-style-type: none"> a. Pest and vegetation control requirements are identified and appropriate control measure is selected and authorised by the appropriate person. b. Chemical control agents are prepared in accordance with safety requirements and organisation procedures. c. Pest control measures are applied, monitored and varied to maintain effectiveness. d. Control measures are applied and pests and vegetation removed/neutralised.
4. Complete the Work	<ul style="list-style-type: none"> a. Worksite is rehabilitated. b. Work completion details are finalised and recorded/advised to appropriate person.

Range of Variables

UNDERTAKE GENERAL SITE MAINTENANCE

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a All work is performed in accordance with relevant organisation safeworking practices/procedures and environmental requirements, manufacturers specifications, codes of practice and statutory requirements. b Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a Operations conducted by day or night in all relevant weather conditions. b Stores, materials and equipment may include: <ul style="list-style-type: none"> a.1 Those required for erection, maintenance and servicing functions c Minor earthworks may include <ul style="list-style-type: none"> a.1 restoration of backfill to complete excavations b.1 pole and structure foundations c.1 basic drainage d Vegetation control measures may include <ul style="list-style-type: none"> a.1 hand clearing b.1 growth retardants c.1 machinery assisted cleaning d.1 herbicidal cleaning e.1 fire cleaning e Pest control measures may include: <ul style="list-style-type: none"> a.1 seals b.1 chemicals c.1 baits d.1 traps e.1 sprays
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Documentation may include: <ul style="list-style-type: none"> a.1. work specifications a.2. quality assurance documentation a.3. equipment manufacturer's manuals
4. Workplace context may include	<ul style="list-style-type: none"> a. Work may be conducted: <ul style="list-style-type: none"> a.1. from a vehicle/platform a.2. from a ladder a.3. from an elevating work platform a.4. from a tree a.5. on the ground b. Legislation/regulations may include: <ul style="list-style-type: none"> b.1. workplace regulations b.2. emergency procedures manuals b.3. local authority procedures b.4. technical instructions b.5. QA plans, data and document control b.6.
5. Applicable State/Territory/Commonwealth regulations and legislations may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation relevant to checking and maintenance b. Environmental Protection Act c. Australian Standard Railway Safety Management AS 4292

Evidence Guide

UNDERTAKE GENERAL SITE MAINTENANCE

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills for: a.1. Suitable planning and organisation of work requirements a.2. Understanding and application of occupational health and safety
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to undertake general site maintenance in rail industry contexts.
3. Required knowledge and skills	a. Displays in job role knowledge and skills including: a.1. organisation technical manuals and instructions relating to the work activities concerned a.2. characteristics of plant and equipment, transport, structures, hardware and electrical components used in work activities a.3. statutory authorities impact on work activities a.4. organisation documentation and records system management related to the work concerned a.5. occupational health and safety requirements and responsibilities a.6. hazardous chemicals and personal protection measures a.7. reading and interpreting technical instructions and manuals a.8. communicating plans, intentions and safety criteria to others without ambiguity a.9. identifying and organising resources required for work activities a.10. using hazardous chemicals safely a.11. using hand tools and minor plant a.12. working at heights and in confined spaces a.13. administering emergency first aid including rescue and resuscitation techniques
4. Resource implications	a. Access is required to appropriate equipment, tools and resources for the undertaking of general site maintenance in a real or appropriately simulated field environment.
5. Consistency in performance	a. Applies underpinning knowledge and skills when: a.1. completing tasks b.1. identifying improvements c.1. applying safety precautions relevant to the task d.1. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: a.1. hazard policies and procedures including Codes of Practice b.1. issue resolution procedures c.1. job procedures and work instructions d.1. relevant guidelines relating to the use of machinery and equipment capability and limitations e.1. quality procedures (where existing) f.1. security procedures g.1. following enterprise housekeeping processes h.1. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for typical general site maintenance activities as determined by the organisation.

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	1	1

DESCRIPTION

This unit covers the cleaning of plant, equipment and worksites within the Australian rail systems.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	<ul style="list-style-type: none"> a. Details of cleaning requirements are identified by instructions, inspections, work orders and schedules. b. Materials and equipment are identified and obtained. c. Relevant legislative, statutory and organisational requirements and standards are identified, applied and monitored throughout the work procedure. d. Environmental requirements are identified to ensure site is left in an environmentally sound condition. e. Required materials to be removed and methods of removal are identified to facilitate clean up.
2. Arrange clear up and disposal/ reclamation of material	<ul style="list-style-type: none"> a. Storage/disposal areas are identified and arranged to ensure environmentally sound disposal. b. Reclaimed material is removed to storage areas using appropriate methods. c. Non required materials/services are removed and disposed of in appropriate manner to ensure clean and environmentally stable site. d. Site is inspected for overlooked materials to minimise wastage and losses.
3. Operate cleaning equipment and mobile plant	<ul style="list-style-type: none"> a. Cleaning and mobile plant is operated to site/manufacture's requirements. b. Operator maintenance is performed to manufacturer's/site standards. c. Cleaning equipment is cleaned and stored.
4. Finalise work and restore site	<ul style="list-style-type: none"> a. Drainage is established/restored as necessary to ensure well drained site. b. Revegetation/environmental repair is arranged if required to return site to environmentally sound condition. c. Barriers are removed or checked for integrity to ensure access to correct areas. d. Access roads are closed if required to prevent unauthorised access to closed site. e. Site is left in suitable level and surface condition to ensure environmentally sound, safe and clean site.

Range of Variables

CLEAN PLANT, EQUIPMENT AND WORKSITES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Plant, equipment and worksites to be cleaned may include all those in service in the Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Materials may include: <ul style="list-style-type: none"> a.1 all purpose garden sprays b.1 floor stripper c.1 floor polish d.1 floor cleaner e.1 disinfectant f.1 degreaser g.1 bleach h.1 petrochemicals c. Equipment may include: <ul style="list-style-type: none"> a.1 gardening implements b.1 cleaning tools c.1 hand tools d. Cleaning equipment may include: <ul style="list-style-type: none"> a.1 hoses b.1 lances c.1 pneumatic tube hones d.1 high speed polishers e.1 vacuum cleaners f.1 steam cleaners g.1 brooms h.1 buckets i.1 mops j.1 shovels k.1 duster l.1 internal combustion driven vacuum cleaner e. Cleaning operations may also include water lancing and internal boiler washing.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Relevant service manuals b. Record systems c. Operating manuals d. Works order e. Manufacturer's handbooks f. Instructions and procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. work instructions a.2. safeworking practices/procedures a.3. organisational policies and procedures a.4. manufacturer's specifications a.5. codes of practice a.6. statutory requirements a.7. relevant state railway legislation/regulations a.8. QA plans, data and document control a.9. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

CLEAN PLANT, EQUIPMENT AND WORKSITES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm appropriate knowledge and skills to ensure:</p> <ul style="list-style-type: none"> a.1. Identification of correct materials, tools and equipment cleaning techniques a.2. Cleaning task conforms to specifications/instructions a.3. Efficient use of resources a.4. Tools and equipment are correctly used a.5. Environmental requirements are maintained a.6. Workplace safety requirements are adhered to
<p>2. Interdependent assessment of units</p>	<p>a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to clean plant, equipment and worksites within the Australian rail system.</p>
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Occupational Health & Safety requirements b. Environmental protection procedures c. Permit to work system d. Applications and characteristics of plant and equipment e. Cleaning agents/sealants and their properties f. Cleaning equipment and their applications g. Plant and equipment cleaning procedures and instructions h. Use of hand and power tools i. Handling of hazardous materials j. Levelling and revegetation of sites k. Identification and reclamation of salvageable materials l. Identification and removal of water/waste/surplus materials m. Use of barriers n. Mobile plant operation and operator maintenance o. Operating mobile plant equipment p. Operating hand and power tools q. Applying cleaning agents, sealants and chemicals
<p>4. Resource implications</p>	<p>a. Access is required to appropriate activities involving the cleaning of plant and worksites and associated tools and resources in a real or appropriately simulated field environment.</p>
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical activities involving the cleaning of plant, equipment and worksites as determined by the organisation.

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	2

DESCRIPTION

This unit covers the skills required to maintain structures and their components in service within the Australian rail system.

ELEMENT	PERFORMANCE CRITERIA
1. Identify deficiencies / defects	<ul style="list-style-type: none"> a. Structures are inspected as necessary to locate and evaluate defects. b. Appropriate repair methods are identified to ensure defect is repaired in the most effective and timely manner.
2. Prepare and maintain components	<ul style="list-style-type: none"> a. Components requiring maintenance are prepared for maintenance or assembly according to requirements. b. Materials required for job are identified and organised as required to enable appropriate maintenance of components. c. Surfaces of components are treated using appropriate methods and materials as required. d. Components are assembled using appropriate lifting methods to ensure safety. e. Connection locations are checked for clearances and tolerances to allow smooth fitting of components. f. Fastening of components is performed to specification as required.
3. Perform repairs	<ul style="list-style-type: none"> a. Appropriate materials are selected and used for repair to maintain structural integrity. b. Timber and steel members are accurately marked, drilled, cut, lubricated and checked for operation as required to facilitate smooth fitting of components. c. Component/structure is replaced or repaired to required standard. d. External timber and steel deficiencies in components are treated with suitable materials as required to minimise degradation of components. e. Joints and bearings are replaced or adjusted to required standards to maintain correct fit.
4. Clean up site	<ul style="list-style-type: none"> a. Site is cleaned up to ensure it is restored and environmentally sound and safe in accordance with workplace procedures.

Range of Variables

MAINTAIN STRUCTURES AND THEIR COMPONENTS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Structures to be maintained may include any in service in the Australian rail system. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Structures and components may include: <ul style="list-style-type: none"> b.1. steel structures b.2. concrete masonry structures b.3. timber structures b.4. bolts and paints, bed plates b.5. epoxies and grouts c. Tools and equipment may include: <ul style="list-style-type: none"> c.1. Welding, oxy and cutting equipment c.2. Manual tools c.3. Small power tools c.4. Scaffolding on crane c.5. Lifting gear and chain saws basket c.6. Ladders c.7. Spanners c.8. Hammer c.9. Bars d. Liaison may include internal external personnel from other work areas (eg. train controllers, station masters, etc.).
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Manual b. Electronic c. That defined within the enterprise or specified within the organisation's rules
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. work instructions a.2. safeworking practices/procedures a.3. organisational policies and procedures a.4. manufacturer's specifications a.5. codes of practice a.6. statutory requirements a.7. local authority procedures a.8. emergency procedures manuals a.9. relevant state railway legislation/regulations a.10. QA plans, data and document control a.11. technical instructions
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

MAINTAIN STRUCTURES AND THEIR COMPONENTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to ensure: <ul style="list-style-type: none"> a.1. Identification of defects and appropriate repair methods a.2. Suitable planning and organisation of work requirements a.3. Preparation, assembly and fastening of components a.4. Appropriate selection of repair materials a.5. Adjustment of joints and bearings a.6. Cleaning up worksite a.7. Correct use of tools and equipment a.8. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to maintain structures in service within the Australian rail system.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Occupational health and safety requirements b. Environmental protection requirements c. Safe working procedures d. Emergency procedures manuals e. Local authority procedures f. Understanding epoxy and grouts for mortar pads and cracks g. Types of timber h. Basic concrete construction techniques i. Basic steel components assembly techniques j. Carpentry principles k. Interpreting plans/specifications l. Identifying defects and remedies m. Teamwork and oral communication n. Basic tool and equipment usage o. Problem solving
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate maintenance activities and associated equipment, tools and resources in a real or appropriately simulated field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical structures maintenance activities as determined by the organisation.

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	3	3	3

DESCRIPTION

This unit covers the skills required to repair or splice cables, ropes or hoses in service within the Australian rail system.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for work	<ul style="list-style-type: none"> a. Work requirements are identified from requests/work orders or equivalent and confirmed if necessary by site inspection. b. Safe work practices, including personal protection measures, are established and observed throughout the work procedures. c. Tools, equipment and machinery consistent with the job requirements are selected and prepared in accordance with the workplan. d. Relevant occupational health and safety standards, statutory requirements, relevant Australian standards, codes of practice, manufacturer's specifications, environmental requirements and organisation procedures are identified, applied and monitored throughout the work procedure.
2. Repair and splice cable, rope or hose	<ul style="list-style-type: none"> a. Damaged or worn cables, ropes and hoses are inspected to determine whether they can be repaired in accordance with organisation and legislative requirements. b. Repairable cables, ropes or hoses are repaired and spliced using the specified tools, equipment and machinery in accordance with agreed practices and legislative requirements. c. Splices and repairs are inspected and tested in accordance with organisation and legislative requirements.
3. Finalise work procedures	<ul style="list-style-type: none"> a. Tools, equipment and machinery are cleaned, maintained and stored in accordance with organisation and legislative requirements. b. Records and reports are maintained in accordance with organisation and legislative requirements.

Range of Variables

REPAIR AND SPLICE CABLE, ROPE OR HOSE

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Cables, ropes and hoses to be spliced may include any of those in service within the Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Materials to be spliced may include: <ul style="list-style-type: none"> b.1. steel cables b.2. steel ropes b.3. manilla ropes b.4. nylon ropes b.5. canvas hoses c. Splicing equipment may include: <ul style="list-style-type: none"> c.1. That specified in organisational procedures c.2. That recommended by the manufacturer of the cable, rope or hose d. Liaison may include internal or external personnel from other work areas.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Organisational procedures and specifications b. Technical instructions c. Maintenance handbooks d. Manufacturer's specifications and handbooks
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. workplace regulations a.2. safeworking practices/procedures a.3. quality improvement requirements a.4. organisational policies and procedures a.5. emergency procedures manual a.6. relevant state railway legislation/regulations a.7. QA plans, data and document control a.8. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

REPAIR AND SPLICE CABLE, ROPE OR HOSE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to enable:</p> <ul style="list-style-type: none"> a.1. Faulty cables, ropes and hoses to be identified and diagnosed accurately and efficiently a.2. Repairing and splicing of cables, ropes or hoses to be efficient and effective a.3. Effective use of resources a.4. Documentation procedures to be correctly applied a.5. Correct application of work safety procedures a.6. Correct use of tools and equipment
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to repair and splice cables, ropes and hoses in service within the Australian rail system.</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Operation of equipment for the repair and splicing of cables, ropes and hoses b. Principles of cable, rope and hose construction c. Materials used in the construction of cables, ropes and hoses d. Inspection techniques e. Relevant OH&S practices and procedures f. Organisational procedures and requirements concerning the maintenance of cables, ropes and hoses g. Diagnosing and correcting faults h. Interpreting and applying technical data and drawings i. Use of hand tools
4. Resource implications	<p>a. Access is required to appropriate activities involving the repairing and splicing of cables, ropes and hoses, as well as associated equipment, tools and resources, in a real or appropriately simulated field environment.</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical activities involving the repairing and splicing of cables, ropes and hoses as determined by the organisation.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	PPSN & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	2	2

DESCRIPTION:

This unit covers the skills required to inspect, repair, replace and service foundations, poles and associated hardware. This unit does not cover overhead traction systems.

ELEMENT	PERFORMANCE CRITERIA
1. Plan for maintenance of poles and associated hardware	<ul style="list-style-type: none"> a. Works order is received/ accessed, analysed and confirmed, if necessary by site inspection. b. Resources required for the job are identified and scheduled. c. Replacement or additional poles, associated hardware and plant/equipment are transported to the worksite. d. Liaison and communication issues are resolved.
2. Prepare the worksite	<ul style="list-style-type: none"> a. Personnel participating in task, including plant operators and contractors, are fully briefed. b. Road signs, barriers and warning devices are positioned, and worksite protection is provided. c. Safeworking practices are observed on or about the running line/track. d. Replacement or additional poles and associated hardware are placed in planned assembly and/or pre-lift location. e. Excavation/foundation is inspected and confirmed as being in accordance with the works order or specification.
3. Conduct maintenance of poles and associated hardware	<ul style="list-style-type: none"> a. Actual maintenance requirement is confirmed by site inspection. b. Pole and associated hardware to be maintained is stabilised if necessary. c. Maintenance of pole and associated hardware is carried out in accordance with the work order and organisation standing requirements.
4. Complete the work	<ul style="list-style-type: none"> a. Worksite is rehabilitated, and work is completed in an agreed time and with minimum waste. b. System data and pole records are updated according to organisational procedures.

Range Of Variables

MAINTAIN POLES AND ASSOCIATED HARDWARE

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed generally within a team environment and supervision or guidance is available if required. b. All work is performed in accordance with relevant organisation, safeworking practices/procedures and environmental requirements, manufacturers specifications, codes of practice, statutory requirements, Australian Standards and Occupational Health and Safety Standards.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Pole types may include: <ul style="list-style-type: none"> d.1. wood d.2. concrete d.3. steel d.4. composite e. Associated hardware may include: <ul style="list-style-type: none"> e.1. insulators e.2. crossarms e.3. stays e.4. earth down leads and bond wires e.5. crossarm braces e.6. pole steps e.7. shackle straps e.8. associated bolts and clamps
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Maintenance requirements may be obtained from: <ul style="list-style-type: none"> a.1. site inspection a.2. works orders a.3. organisation personnel a.4. client requests
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding checking and maintenance. b. Maintenance may include: <ul style="list-style-type: none"> b.1. removal, repair and replacement of poles b.2. welding b.3. chemical treatment b.4. pole staking and rebutting b.5. repair and cleaning of associated hardware b.6. servicing b.7. reinstatement c. Pole stabilisation techniques may include: <ul style="list-style-type: none"> c.1. back-fill consolidation c.2. concreting c.3. baulking c.4. reinforcement nailing c.5. approved steel reinforcing c.6. temporary and permanent staywires d. Methods of erection may include: <ul style="list-style-type: none"> d.1. crane d.2. auger/erector d.3. winch "A" frame e. Works orders may include drawings, plans, resource and materials lists f. Resources may include personnel, plant, equipment and transport g. Liaison may involve clients, authorities, landowners and personnel
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relevant to checking and maintenance b. Environmental Protection Act c. Australian Standards

MAINTAIN POLES AND ASSOCIATED HARDWARE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. plan and prepare for maintenance correctly a.2. coordinate and communicate with personnel effectively a.3. conduct maintenance of poles and associated hardware a.4. follow relevant safety guidelines a.5. complete the job and rehabilitate worksite a.6. select and appropriately use protective clothing a.7. locate, interpret and apply relevant information a.8. work effectively with others a.9. maintain workplace records a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11. follow the designated work plan for the job
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays in job role knowledge and skills including: <ul style="list-style-type: none"> a.1. organisation switching or de-energising procedures during maintenance operations a.2. characteristics, capabilities, uses, limitations and location standards of the types of poles a.3. organisation technical manuals and instructions which relate to the assembly, erection and lift/transfer of poles and association hardware a.4. mechanical principles related to structures a.5. pole maintenance techniques and processes a.6. pole treatment chemicals and HAZCHEM requirements a.7. soil types and stabilisation processes a.8. responsibilities in relation to other authorities, clients and land-owners a.9. organisation occupation health and safety instructions related to pole erection, site safety and rescue techniques a.10. first aid principles and practice including rescue and resuscitation techniques a.11. organisation environmental policies and requirements related to worksites a.12. statutory/organisation requirements for rigging, traffic control and guidance signals for plan operations a.13. organisation documentation and records systems related to pole management a.14. support plant and equipment a.15. ability to read and interpret technical instructions and manuals a.16. ability to communicate plans, intentions and safety criteria to others a.17. ability to perform basic welding and oxy cutting a.18. guide, by convention and signals, operators of plant/equipment during lift/transfer operations a.19. rig/sling loads for lifting a.20. work at heights or in confined spaces a.21. use hand tools a.22. operate minor plant and equipment
4. Resource implications	<ul style="list-style-type: none"> a. Access to works orders, plant, equipment, plans, personnel, site information, associated hardware, organisation resources.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	Assessment may occur on the job or in a simulated workplace

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	1	1

DESCRIPTION:

This unit covers the sampling, testing and filtering of insulating oils in electrical equipment and the maintenance of related records.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for operations	<ul style="list-style-type: none"> a. Works order including drawings, plans and material lists, are analysed and confirmed if necessary by site inspection. b. Resources required for the job are identified and scheduled moved to worksite. c. Pre-operational servicing of test equipment is carried out. d. Liaison and communication issues with other personnel, authorities, clients and landowners are resolved and relevant personnel are briefed, following organisational procedures. e. Road signs, barriers and warning devices are positioned if required.
2. Test and sample insulating oil	<ul style="list-style-type: none"> a. Oil is sampled and tested, and the results recorded, as directed. b. Oil samples are despatched to laboratory for higher level testing if required. c. Notification, records and documentation are completed.
3. Filter insulating oil	<ul style="list-style-type: none"> a. Oil filtration equipment is prepared for operation and connected to the relevant equipment. b. Oils is filtered and recycled, removed and replaced. c. Filtering operations are monitored to ensure continuity and adequacy of oil levels.
4. Conduct post-operational activities	<ul style="list-style-type: none"> a. Excess or refuse oil is packaged and disposed of in accordance with approved policies and processes, and the worksite is rehabilitated. b. Post-operational servicing of equipment/plant is conducted and equipment records/logs and job completion documentation are completed.

Range Of Variables

MAINTAIN INSULATING OIL

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Oils include: <ul style="list-style-type: none"> b.1. transformers b.2. switchgear b.3. cables
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Tests may include those for: <ul style="list-style-type: none"> d.1. dielectric strength and moisture
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Oil changing and filtering requirements may be obtained from: <ul style="list-style-type: none"> a.1. Occupational Health and Safety a.2. manufacturer's specifications a.3. codes of practice a.4. Australian Standards
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation

Evidence Guide

MAINTAIN INSULATION OILS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. sample and test oils a.2. filter oils a.3. select and appropriately use protective clothing a.4. locate, interpret and apply relevant information a.5. work effectively with others a.6. maintain workplace records a.7. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.8. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. basic characteristics, uses and limitations of types of oils and filtration systems a.2. organisation and commercial technical manuals/publications and instructions which relate to oilfilled components a.3. electrical principles including HV techniques and theory of insulation a.4. organisation occupational health and safety instructions related to the worksite a.5. responsibilities in relation to other authorities, clients and landowners a.6. organisation environmental policies and requirements related to worksites a.7. organisation documentation and records systems related to sampling and testing a.8. operator level mechanical principles and servicing a.9. oil testing procedures and equipment, and their application on site a.10. support plant and equipment a.11. read and interpret technical instructions and manuals a.12. communicate information and safety criteria to others at worksite a.13. perform basic calculations related to oil filtering and testing to a.14. diagnose and identify technical deficiencies in insulating oil using problem solving a.15. work at heights or in confined spaces a.16. use hand tools a.17. operate minor plant and equipment
4. Resource implications	<p>a. Access to equipment, oils, testing procedures.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	1	2

Unit TDT RB 19 98A

INSTALL AND MAINTAIN GUARD AND CHECK RAIL

Field B

Equipment Checking and Maintenance

DESCRIPTION

This unit covers the skills required to install and maintain guard and check rails in service within the Australian rail system.

ELEMENT	PERFORMANCE CRITERIA
1. Inspect & prepare worksite	<ul style="list-style-type: none">a. Guard/check rail is inspected for wear to identify maintenance exceedents and defects.b. Obstructions are cleared from gangways / flangeways to ensure safe passage of trains.c. Work requirements are determined to identify scope of work and resources required.
2. Fabricate guard / check rail	<ul style="list-style-type: none">a. Rail is bent or planed to standard as required for required length and guard/check rail fabricated to suit job requirements.
3. Install guard / check rail	<ul style="list-style-type: none">a. Existing rail is removed, if required, to enable fitting of new rail.b. New or replacement guard/check rail is installed to standards using suitable equipment and fastening system to restore functionality of guard/check rail.c. Final job is checked for compliance to standards to enable services to be restored safely.
4. Complete documentation	<ul style="list-style-type: none">a. Documentation on work undertaken is completed in accordance with workplace requirements.

Range of Variables

INSTALL AND MAINTAIN GUARD AND CHECK RAIL

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Guard and check rails to be maintained may include any in service in the Australian rail system. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Types of guard rail may vary according to rail mass, rail type and/or bearer type. c. Types of bearer and/or bearer place may vary according to location, rail mass or type. d. Equipment may include: <ul style="list-style-type: none"> d.1. mechanical lifting and handling devices d.2. basic hand d.3. small plant e. Materials may include: <ul style="list-style-type: none"> e.1. fastening components e.2. steel guard rails f. Liaison may include internal or external personnel from other work areas.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. That defined within the enterprise or specified within the organisation's rules.
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. Workplace regulations a.2. safeworking practices/procedures a.3. quality improvement requirements a.4. organisational policies and procedures for rail tracks a.5. manufacturer's specifications a.6. codes of practice a.7. statutory requirements a.8. local authority procedures a.9. emergency procedures manual a.10. relevant state railway legislation/regulations a.11. QA plans, data and document control a.12. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

INSTALL AND MAINTAIN GUARD AND CHECK RAIL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to ensure: <ul style="list-style-type: none"> a.1. Suitable planning, prioritisation and organisation of work requirements a.2. Inspection and identification of wear and defects in guard/check rail system a.3. Appropriate pressing and fabrication of rails a.4. Correct removal and replacement of guard/check rails a.5. Correct use of tools and equipment a.6. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to conduct maintenance on guard and check rails in service within the Australian rail systems.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Occupational health and safety requirements b. Environment protection requirements c. Safe working procedures d. Emergency procedures manuals e. Local authority procedures f. Interpreting plans, drawings and specifications g. Planning and organising remedial work h. Accessing and interpreting train movement information to contribute to a safe worksite i. Teamwork and oral communication j. Basic tool and equipment usage k. Problem solving <p>Note: Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p>
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate guard and check rail maintenance activities, as well as associated, equipment, tools and resources, in a real or appropriately simulated field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical guard and check rail maintenance activities as determined by the organisation.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	2	2	2

DESCRIPTION

This unit covers the skills required to examine structures and their components in service within the Australian rail systems for signs of wear, deterioration and damage and initiate appropriate remedial action.

ELEMENT	PERFORMANCE CRITERIA
1. Obtain previous reports	<ul style="list-style-type: none"> a. Operational history of structure is reviewed from available sources. b. Previous defect/s identified in reports are noted to enable rechecking of problem areas. c. Relevant personnel are contacted to identify any reported complaints or indications of wear or damage.
2. Perform detailed examination	<ul style="list-style-type: none"> a. Structures are visually inspected and checked for signs of wear, deterioration and damage. b. Relevant inspection aids are used to perform detailed inspection to identify defects. c. Relevant organisational standards are identified. d. Defects or deficiencies are identified relative to identified organisational standards. e. Work requirements are determined to estimate scope of work and resources required.
3. Take appropriate actions	<ul style="list-style-type: none"> a. Major defects affecting safe passage are acted on as soon as possible to maintain safety of services. b. Minor defects identified are prioritised and rectified as required to ensure specified level of maintenance of structure. c. Appropriate repair methods are selected according to job requirements. d. Repairs are carried out or organised in accordance with workplace procedures. e. Completed repairs are checked against organisational standards.
4. Complete documentation	<ul style="list-style-type: none"> a. Documentation on work undertaken is completed in accordance with workplace requirements.

Range of Variables

CONDUCT DETAILED STRUCTURES EXAMINATION

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Structures to be examined may include any in service in the Australian rail system. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Structures and components may include: <ul style="list-style-type: none"> b.1. steel structures b.2. concrete masonry structures b.3. timber structures b.4. brick structures c. Liaison may include internal or external personnel from other work areas.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. That defined within the enterprise or specified within the organisation's rules.
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. work instructions a.2. safeworking practices/procedures a.3. organisational policies and procedures a.4. manufacturer's specifications a.5. codes of practice a.6. statutory requirements a.7. local authority procedures a.8. emergency procedures manual a.9. relevant state railway legislation/regulations a.10. QA plans, data and document control a.11. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

CONDUCT DETAILED STRUCTURES EXAMINATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to ensure: <ul style="list-style-type: none"> a.1. Identification of defective structures a.2. Suitable planning, prioritising and organisation of work requirements a.3. Use of appropriate inspection aids to identify defects a.4. Appropriate choice of remedial action that matches requirements a.5. Appropriate quality of repaired structures a.6. Correct use of tools and equipment a.7. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to conduct detailed examination of structures in service within the Australian rail systems.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Occupational health and safety requirements b. Environment protection requirements c. Safe working procedures d. Emergency procedures manuals e. Local authority procedures f. Interpreting plans/specifications g. Planning and organising remedial work h. Use of measuring equipment i. Teamwork and oral communication j. Basic tool and equipment usage k. Problem solving
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate activities involving the detailed examination of structures, as well as associated tools and resources, in a real or appropriately simulated field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical activities involving the detailed examination of structures as determined by the organisation.

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	2	3	2

Unit TDT RB 21 98A

MAINTAIN TRACK GEOMETRY

Field B

Equipment Checking and maintenance

DESCRIPTION

This unit covers the skills required to perform operations involved in the maintenance of track geometry on ballasted track structures (ie. other than those directly connected to bridges or tunnel floors) in service within the Australian rail systems.

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	<ul style="list-style-type: none">a. Faults and deficiencies in track geometry are identified to enable restoration of track to standard.b. Appropriate repair/adjustment methods are identified to enable repairs to be effected.c. Job requirements are determined to identify scope of work and resources required.
2. Restore track geometry	<ul style="list-style-type: none">a. Survey pegs are used where required to establish correct line and level.b. Appropriate lifting methods and equipment is used to lift track to restore running surface to standard level and alignment.c. Vertical and horizontal structural and overhead clearances are checked against required standards to allow safe passage of trains.d. Rail is checked for compliance to specified standards to enable reinstating of service.
3. Restore ballast profile	<ul style="list-style-type: none">a. Ballast profile is restored to specified profile and quality, and ensures safe operation of trains.
4. Complete documentation	<ul style="list-style-type: none">b. Documentation on work undertaken is completed in accordance with workplace requirements.

Range of Variables

MAINTAIN TRACK GEOMETRY

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Ballasted track structures to be maintained may include any in service in the Australian rail system. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include: <ul style="list-style-type: none"> b.1. mechanical lifting and handling devices b.2. basic hand tools and small plant b.3. front end loaders b.4. ballast hoppers, track machines b.5. vertical joint corrector b.6. horizontal joint corrector c. Materials may include: <ul style="list-style-type: none"> c.1. fastening components c.2. rail jewellery c.3. rails and sleepers c.4. ballast materials d. Liaison may include internal or external personnel from other work areas.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. That defined within the enterprise or specified within the organisation's rules.
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. Workplace regulations a.2. safeworking practices/procedures a.3. quality improvement requirements a.4. organisational policies and procedures for rail tracks a.5. manufacturer's specifications a.6. codes of practice a.7. statutory requirements a.8. local authority procedures a.9. emergency procedures manual a.10. relevant state railway legislation/regulations a.11. QA plans, data and document control a.12. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

MAINTAIN TRACK GEOMETRY

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to enable:</p> <ul style="list-style-type: none"> a.1. Suitable planning and organisation of work requirements a.2. Identification of faults in track geometry and appropriate repair methods a.3. Application of appropriate methods and equipment to restore track geometry to standard a.4. Restoration of ballast profile to standard a.5. Correct use of tools and equipment a.6. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to maintain track geometry on ballasted track in service within the Australian rail systems. In particular, the unit may be assessed in conjunction with units related to:</p> <ul style="list-style-type: none"> a.1. Cleaning up worksite a.2. Arranging track protection a.3. Participating in a team to achieve designated tasks a.4. Applying workplace health and safety procedures a.5. Adjusting and maintaining jointed rail (for short length rail) or stressing rails (for other length rail) a.6. Restoring ballast condition
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Track structure and geometry standards b. Track fastening systems c. Occupational health and safety requirements d. Environment protection requirements e. Safe working procedures f. Emergency procedures manuals g. Local authority procedures h. Interpreting plans, drawings and specifications i. Planning and organising remedial work j. Accessing and interpreting train movement information to contribute to a safe worksite k. Teamwork and oral communication l. Basic tool and equipment usage m. Fault identification and rectification <p>Note: Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p>
4. Resource implications	<p>a. Access is required to appropriate track geometry maintenance activities on ballasted track, as well as associated equipment, tools and resources, in a real or appropriately simulated field environment.</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. job procedures and work instructions b.3. relevant guidelines relating to the use of machinery and equipment capability and limitations b.4. quality procedures (where existing) b.5. security procedures b.6. following enterprise housekeeping processes b.7. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical track geometry maintenance activities on ballasted track as determined by the organisation.

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	1	2	2	3	2	3

Unit TDT RB 22 98A

RECORD AND ANALYSE TRACK PARAMETERS

Field B

Equipment Checking and maintenance

DESCRIPTION

This unit covers the skills required to perform track examination/inspection within the Australian rail system.

ELEMENT	PERFORMANCE CRITERIA
1. Examine track	<ul style="list-style-type: none">a. Equipment appropriate to task is selected and checked for correct operation in accordance with manufacturer's instructions and workplace procedures.b. Equipment is operated in accordance with manufacturer's or work instructions to provide appropriate data for analysis.c. Data is recorded in a complete and accurate manner to enable analysis at later date.d. Data is analysed to identify maintenance exceedents or other defects.
2. Report findings	<ul style="list-style-type: none">a. Results of analysis are prioritised and reported to relevant personnel in accordance with organisational procedures.b. Required documentation is completed in accordance with organisational procedures.

Range of Variables

RECORD AND ANALYSE TRACK PARAMETERS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Recording of track parameters using the required equipment may include any of those carried out within the Australian rail system. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Parameters that have to be recorded and analysed will be those specified by the organisation. c. Equipment may include appropriate track examination and measurement devices as specified by the organisation. d. Liaison may include internal or external personnel from other work areas.
3. Source of information/documents may include	<ul style="list-style-type: none"> a. That defined within the enterprise or specified within the organisation's rules.
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. Workplace regulations a.2. safeworking practices/procedures a.3. quality improvement requirements a.4. electrification standard a.5. trackworker's standard manual a.6. organisational policies and procedures for rail tracks a.7. manufacturer's specifications a.8. codes of practice a.9. statutory requirements a.10. local authority procedures a.11. emergency procedures manual a.12. relevant state railway legislation/regulations a.13. QA plans, data and document control a.14. technical instructions a.15. organisational standards for rail tracks
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

RECORD AND ANALYSE TRACK PARAMETERS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to enable:</p> <ul style="list-style-type: none"> a.1. Suitable planning and organisation of work requirements a.2. Selection and use of appropriate track examination equipment a.3. Recording of data in a timely, complete and accurate manner a.4. Analysing of data and ability to prioritise defects identified a.5. Recording of results of analysis and notification of relevant personnel a.6. Correct use of tools and equipment a.7. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to record and analyse track parameters within the Australian rail systems.</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Occupational health and safety requirements b. Environment protection requirements c. Safe working procedures d. Emergency procedures manuals e. Local authority procedures f. Interpreting plans, drawings and specifications g. Planning and organising remedial work h. Accessing and interpreting train movement information to contribute to a safe worksite i. Teamwork and oral communication j. Operating track recording equipment k. Interpreting track recording data <p>l. Note: Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p>
4. Resource implications	<p>a. Access is required to appropriate activities involving the recording and analysis of track parameters, as well as associated equipment, tools and resources, in a real or appropriately simulated field environment.</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical activities involving the recording and analysis of track parameters as determined by the organisation.

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	1	2	2	3	2	3

Unit TDT RB 23 98A

INSPECT POLES AND ASSOCIATED HARDWARE

Field B

Equipment Checking and Maintenance

DESCRIPTION:

This unit covers the skills required to inspect and classify all aspects of pole and associated hardware structures. This unit does not cover overhead traction systems.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for inspection	<ul style="list-style-type: none">a. Inspection program or works order is received/ accessed, analysed and confirmed, if necessary by site inspection.b. Resources required for the job are identified and scheduled.c. Liaison and communication issues are resolved.d. Personnel participating in task, including plant operators and contractors, are fully briefed.
2. Conduct inspection of poles and associated hardware	<ul style="list-style-type: none">a. Worksite requirements are confirmed and hazards identified by site inspection.b. Road signs, barriers and warning devices are positioned, and worksite protection is provided.c. Safeworking practices are observed on or about the running line/track.d. Pole structures, including foundations and hardware, are inspected by test or examination against approved specifications.
3. Complete the inspection	<ul style="list-style-type: none">a. Worksite is rehabilitated, and work is completed in an agreed time and with minimum waste.b. Inspection reports are completed and pole records are updated according to organisational procedures.

Range Of Variables

INSPECT POLES AND ASSOCIATED HARDWARE

VARIABLE	SCOPE
1. 1. General context	<ul style="list-style-type: none"> a. Work is performed individually and skills are required to work within a team environment. b. All work is performed in accordance with relevant organisation, safeworking practices/procedures and environmental requirements, manufacturers specifications, codes of practice, statutory requirements, Australian Standards and Occupational Health and Safety Standards.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Pole types may include: <ul style="list-style-type: none"> d.1. wood d.2. concrete d.3. steel d.4. composite e. Associated hardware may include: <ul style="list-style-type: none"> e.1. insulators e.2. crossarms e.3. stays e.4. earth down leads and bond wires e.5. crossarm braces e.6. pole steps e.7. shackle straps e.8. associated bolts and clamps
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Maintenance requirements may be obtained from: <ul style="list-style-type: none"> a.1. site inspection a.2. works orders a.3. organisation personnel a.4. client requests
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding checking and maintenance. b. Inspection/testing devices may include: <ul style="list-style-type: none"> b.1. electronic data capture devices b.2. computers b.3. sonic testing devices b.4. shigometer b.5. X-ray b.6. CAT-scanner b.7. proof load tester b.8. drills c. Works orders may include drawings, plans, resource and materials lists. d. Resources may include personnel, plant, equipment and transport. e. Liaison may involve clients, authorities, landowners and personnel.
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relevant to checking and maintenance b. Environmental Protection Act c. Australian Standards

Evidence Guide

INSPECT POLES AND ASSOCIATED HARDWARE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. plan and prepare for inspection, following organisation guidelines a.2. conduct accurate inspection of poles and associated hardware using correct tools and equipment a.3. communicate with relevant personnel and authorities a.4. accurately document inspection findings a.5. select and appropriately use protective clothing a.6. locate, interpret and apply relevant information a.7. work effectively with others a.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. organisation and commercial technical manuals, publications and instructions which relate to pole quality and chemical treatment a.2. characteristics, capabilities, uses, limitations and location standards of the types of poles a.3. mechanical principles related to structures a.4. pole maintenance techniques and processes a.5. soil types and stabilisation processes a.6. organisation OHS instructions related to pole erection, site safety and rescue techniques a.7. diagnostic and fault finding techniques relevant to this unit a.8. first aid principles and practice including rescue and resuscitation techniques a.9. organisation environmental policies and requirements related to worksites a.10. statutory/organisation requirements for rigging, traffic control and guidance signals for plan operations a.11. organisation documentation and records systems related to pole management a.12. support plant and equipment a.13. ability to read and interpret technical instructions and manuals a.14. ability to communicate plans, intentions and safety criteria to others a.15. ability to use appropriate pole testing equipment a.16. identify and diagnose faults in poles and associated hardware a.17. use hand tools a.18. operate minor plant and equipment
4. Resource implications	<p>a. Access to works orders, plant, equipment, plans, personnel, site information, associated hardware, organisation resources.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace.</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	3

DESCRIPTION

This unit covers the skills required to visually inspect and monitor tracks in service within the Australian rail system.

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and patrol track	<ul style="list-style-type: none"> a. Appropriate inspection method is employed to conduct visual track examinations for the identification of defects. b. Visual track examinations are performed in accordance with organisational procedures and in line with service schedules. c. Maintenance exceedents, defects and deficiencies likely to affect train safety are identified to enable action to be taken on the repairs required. d. Unsatisfactory conditions are assessed in terms of seriousness and priority.
2. Record and document defects	<ul style="list-style-type: none"> a. Appropriate action is taken to safeguard operation of the transport system and prevent breaches of safety and accidents. b. Service schedule or work report data is completed in accordance with workplace procedures. c. Defects and deficiencies are reported to enable repairs to be effected in a timely manner.

Range of Variables

VISUALLY INSPECT AND MONITOR TRACK

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Tracks to be visually inspected and monitored may include any of those in service within the Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Faults may include: <ul style="list-style-type: none"> b.1. loose or missing bolts b.2. cracked fishplates b.3. mud holes b.4. pushing rail b.5. defective sleepers b.6. shelled rail b.7. wheel burns c. Equipment may include: <ul style="list-style-type: none"> c.1. basic hand tools c.2. small plant d. Liaison may include internal or external personnel from other work areas.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. That defined within the enterprise or specified within the organisation's rules.
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1. Workplace regulations a.2. safeworking practices/procedures a.3. quality improvement requirements a.4. electrification standards a.5. trackworker's standard manual a.6. organisational policies and procedures for rail tracks a.7. manufacturer's specifications a.8. codes of practice a.9. statutory requirements a.10. local authority procedures a.11. emergency procedures manual a.12. relevant state railway legislation/regulations a.13. QA plans, data and document control a.14. technical instructions
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Australian Standards d. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

VISUALLY INSPECT AND MONITOR TRACK

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to enable:</p> <ul style="list-style-type: none"> a.1. Visual track inspection and identification of defects a.2. Differentiation between types of defects a.3. Prioritising defects according to seriousness a.4. Taking of appropriate action for serious defects and safeguarding of train system a.5. Timely and accurate completion of reports and/or work schedules a.6. Correct use of tools and equipment a.7. Organisational health and safety requirements are adhered to
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to visually inspect and monitor tracks in service within the Australian rail system.</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Track standards and clearances b. Rail defect types c. Prioritising defect rectification d. Fault identification and analysis e. Occupational health and safety requirements f. Environment protection requirements g. Safe working procedures h. Emergency procedures manuals i. Local authority procedures j. Interpreting plans, drawings and specifications k. Planning and organising remedial work l. Accessing and interpreting train movement information to contribute to a safe worksite m. Teamwork and oral communication <p>n. Note: Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p>
4. Resource implications	<p>a. Access is required to appropriate activities involving the visual inspection and monitoring of track, as well as associated equipment, tools and resources, in a real or appropriately simulated field environment.</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of typical activities involving the visual inspection and monitoring of track as determined by the organisation.

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	1	2	2	3	2	1

Unit TDT RB 25 98A

CONDUCT INSPECTION OF SAFEWORKING PROCEDURES AND INFRASTRUCTURE

Field B

Equipment Checking and maintenance

DESCRIPTION:

This unit covers the skills required to visually inspect safeworking facilities, apparatus and procedures in use in rail industry contexts.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for inspection	<ul style="list-style-type: none">a. Inspection is planned for in accordance with organisational requirements.b. Relevant instructions and information are gathered in preparation for inspection.
2. Inspect safeworking infrastructure	<ul style="list-style-type: none">a. Safeworking equipment is inspected to ensure that it is located and operating correctly.b. Safeworking facilities are checked for correct operation and maintenance.
3. Inspect for compliance of safeworking procedures	<ul style="list-style-type: none">a. Safeworking forms are checked for sufficient supply and correct completion.b. Work practices of relevant workers are checked to ensure compliance with safeworking procedures.
4. Complete reports and take remedial action	<ul style="list-style-type: none">a. Reports are completed in accordance with organisational requirements.b. Where necessary, follow-up action is taken to ensure safe passage of train and equipment.

Range Of Variables

CONDUCT INSPECTION OF SAFEWORKING PROCEDURES AND INFRASTRUCTURE

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Safeworking procedures and infrastructure inspected may include all those in use within Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Infrastructure to be inspected may include: <ul style="list-style-type: none"> b.1 telephones b.2 catchpoints b.3 scotchblocks b.4 rigid levers b.5 Annett keys b.6 trackwork signs, perway signs b.7 signals and marker plates b.8 station limit and station indicator boards b.9 warning bells, boomgates, flashlights, level crossing signage b.10 safeworking instruments c. Facilities to be inspected may include: <ul style="list-style-type: none"> c.1 train order and pilot key sheds c.2 signal cabins/boxes d. Relevant workers may include: <ul style="list-style-type: none"> d.1 organisational personnel d.2 contractors
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. working timetables b. track layouts c. signalling diagrams d. written advice e. inspection schedules f. reports
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1 work instructions a.2 organisational policies and procedures b. Conditions under which examination is undertaken may include: <ul style="list-style-type: none"> b.1 full range of weather conditions b.2 full range of light conditions b.3 typical running temperatures of trains
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

CONDUCT INSPECTION OF SAFEWORKING PROCEDURES AND INFRASTRUCTURE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Plan and conduct inspection of safeworking procedures and infrastructure a.4 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out inspection of safeworking procedures and infrastructure.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. OH&S legislation, codes of practice, policies and procedures b. Manufacturer's equipment manuals and operating instructions c. Hazardous substances or materials d. Organisational documentation procedures e. Emergency procedures f. Interpreting and communicating operational information g. Maintaining records and documentation h. Using office equipment i. Applying emergency procedures j. Interpreting and applying technical information k. Working as part of a team l. Working efficiently and accurately m. Problem solving skills
4. Resource implications	<ul style="list-style-type: none"> a. Access is required out to situations involving inspection of safeworking procedures and infrastructure in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for a range of typical situations involving inspection of safeworking procedures and infrastructure as determined by the organisation.

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

UNIT: TDT B1 97A CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

Field B Equipment Checking and Maintenance

DESCRIPTION:
 Ensure the safe and operational effectiveness of the equipment they operate. This unit will be endorsed for the particular equipment where the employee is competent

ELEMENT	PERFORMANCE CRITERIA
1. Inspect equipment and work area	a. Equipment is inspected prior to start-up in accordance with enterprise pre-operational functional safety check procedures and manufacturer's specifications to ensure it is free from damage, leaks and obstructions that may limit operational capability
2. Check equipment operational capability	a. Equipment and components are tested after start-up in accordance with manufacturer's specifications and enterprise procedures b. Warning systems are all checked for operational effectiveness
3. Identify and assess impact faults on work requirements	a. Faults are identified and assessment made of the potential effect on the operation of the equipment for the required work b. Faults that may affect the safe operation of the equipment are reported to the appropriate personnel for rectification
4. Record and report results of inspection and testing	a. Accurate reporting of the results of the inspection and testing is kept in accordance with Statutory requirements, enterprise policy and industry guidelines b. Records are clear, unambiguous and concisely kept in accordance with enterprise policy c. Clear reference is made to any items which may affect the future safety of the equipment

Range of Variables

CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring e. Safety checks and equipment tests are performed under limited supervision and at work location. f. Safety checks may be performed on <ul style="list-style-type: none"> f.1. light and heavy forklifts f.2. straddle carriers f.3. front end loaders f.4. rear skid loaders (bobcat) f.5. bulldozers f.6. excavators f.7. shipboard cranes/derricks f.8. bridge and gantry cranes f.9. internal transfer vehicles f.10. mobile non slewing crane(reach stacker) wharf crane f.11. mobile slewing cranes g. This unit will be endorsed for the particular equipment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to b. Locate, interpret and apply relevant information c. Conduct of the operation for the following (where applicable) d. Visual checks <ul style="list-style-type: none"> d.1. pressure over/under specification d.2. fluid leaks d.3. temperature over/under specifications d.4. cracks, surface or structural faults or other damage d.5. tightness of bolts, fixtures and fittings within specs e. Operate equipment through required range <ul style="list-style-type: none"> e.1. warning devices e.2. operating lights or audible cues e.3. braking and transmission systems e.4. lifting devices e.5. steering and suspension systems e.6. isolation switches and shut down systems e.7. mechanical, electrical, electronic, hydraulic or pneumatic components e.8. windscreen wipers e.9. Check seat positions, seat belts, mirror positions e.10. Explain and report implications on safe and effective work of defects found f. Record results of pre-operation tests including <ul style="list-style-type: none"> f.1. details of faulty equipment or specific components f.2. action taken f.3. results of testing f.4. details of repair and maintenance work to be undertaken
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. operational safety requirements a.2. use characteristics, capabilities and limitations of the equipment a.3. organisational operating procedures a.4. use of relevant tools and equipment a.5. identification of non-conformity to requirements which may comprise operational capability a.6. access, assess, interpret and apply technical information a.7. locating appropriate personnel supervisory or maintenance personnel
4. Resource implications	<ul style="list-style-type: none"> a. Access to <ul style="list-style-type: none"> a.1. Manufacturer's specification and information on safe use a.2. workplace or industry information on pre-operational checks a.3. tools and equipment for checking a.4. relevant load shifting equipment
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> b.1. hazard policies and procedures Codes of Practice: emergency, fire and accident procedures b.2. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items c. Operational checks reveal faults that may comprise safe and effective use of equipment. Checks that sequences are logical and meet workplace requirements d. Maintains records within workplace procedures e. Work completed systematically with attention to detail and without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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	1	1	1

UNIT: TDT B2 97A TEST EQUIPMENT AND ISOLATE FAULTS

Field B Equipment Checking and Maintenance

DESCRIPTION:
 This requires the application of planning, technical knowledge and skills to the checking and isolation of faults and reporting on the status of equipment

ELEMENT	PERFORMANCE CRITERIA
1. Identify Scope of Operational Check	a. Physical condition of equipment is observed b. Test procedures and parameters are identified in accordance with workplace procedures and manufacturers' specifications c. Preliminary observations recorded d. Test procedures are discussed with appropriate staff and necessary permission obtained
2. Plan Operational Checks	a. Specifications and notes from preliminary observations are checked and areas to be clarified are identified b. Sequence of tests are planned noting areas where results and observations should be recorded c. Safe area for testing identified d. Arrangements made for any additional resources (including staff)
3. Check Unit Through Full Operating Range	a. Test is undertaken observing relevant safety and operational requirements b. Results recorded and findings confirmed
4. Isolate Fault and/or Formulate Recommendations	a. Impact of fault on work schedule is identified b. Proposals for equipment repair are recorded based on faults found, cost/time implications and workplace approval systems c. Report explained to relevant workplace personnel including any options and recommendations d. Parts are procured and/or repairs undertaken in accordance with enterprise procedures

Range of Variables

TEST EQUIPMENT AND ISOLATE FAULTS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

TEST EQUIPMENT AND ISOLATE FAULTS

1. Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ol style="list-style-type: none"> test for faults and recommend repairs or replacements based on cost and time effectiveness locate, interpret and apply relevant information provide customer/client service and work effectively with others convey information in written and oral form maintain workplace records
2. Interdependent assessment of units	<ol style="list-style-type: none"> This unit of competency may be assessed in conjunction with other units that form part of a job role or function the pre-requisite for this unit is <i>Check and Assess Operational Capability of Equipment</i>
3. Required knowledge and skills	<ol style="list-style-type: none"> Displays the following knowledge and skills in terms of job role or function <ol style="list-style-type: none"> site layout focus of operation of work systems, equipment, management and site operating systems relationships and requirements of work and operating systems in respect of related systems application of relevant industrial requirements identification and correct use of equipment, processes and procedures used design of test procedures use of on equipment test systems and warning devices visual, manipulative and aural observations use of meters and gauges; tools and equipment prediction of most cost/time effective rectification procedures the application of mechanical, hydraulic, electrical and electronic principles characteristics of the materials used in the system being tested classification of systems types and identification of system components
4. Resource implications	<ol style="list-style-type: none"> Access to potentially faulty equipment, workplace policies and procedures, regulations (where applicable) and manufacturer's information
5. Consistency in performance	<ol style="list-style-type: none"> Applies knowledge and skills when <ol style="list-style-type: none"> establishing plans describing consequences completing tasks identifying improvements applying safety precautions relevant to the task Shows evidence of application of relevant workplace procedures including <ol style="list-style-type: none"> hazard policies and procedures including Codes of Practice issue resolution procedures job procedures and work instructions relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items quality assurance procedures (where existing) security procedures following recognised housekeeping processes waste, pollution and recycling management processes Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and according to enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ol style="list-style-type: none"> Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	2	3

DESCRIPTION

This unit covers the operation of rail mounted lubricators and encompasses all self propelled on track equipment.

ELEMENT	PERFORMANCE CRITERIA
1. Perform pre-operational equipment checks	<ul style="list-style-type: none"> a. Basic pre-operational equipment checks are conducted as per manufacturers specifications or local maintenance schedules to ensure correct functionality of equipment. b. Log books are checked and completed accurately as required. c. Deficiencies with equipment are identified and rectified in an appropriate manner to ensure correct functionality of equipment. d. Relevant person notified of problems and/or documentation completed as required.
2. Operate equipment	<ul style="list-style-type: none"> a. Equipment is operated in a safe and efficient manner in accordance with manufacturers and/or local working instructions. b. Machinery is operated with due regard for prevailing operating conditions to ensure safe working conditions and minimise potential accidents. c. Warning systems are monitored and responded to appropriately during operation to maintain correct functionality of equipment.
3. Perform post-operational equipment procedures	<ul style="list-style-type: none"> a. Equipment is left stored in appropriate manner and location to ensure security and protection of equipment. b. Basic post-operational equipment checks are conducted as per manufacturers specifications or local maintenance schedules to identify defects and maintenance requirements. c. Log books are checked and completed accurately. d. Deficiencies with equipment are identified and rectified in an appropriate manner to maintain equipment in correct functionality of equipment. e. Relevant persons notified of problems and/or documentation completed as required.
4. Complete Documentation	<ul style="list-style-type: none"> a. Required documentation is completed in a timely, accurate and complete manner.

Range of Variables

OPERATE ON-TRACK SELF-PROPELLED EQUIPMENT

VARIABLE	SCOPE
1. General context	b. Work is performed with some supervision, generally within a team environment
2. Worksite environment may include	<p>a. Operations conducted by day or night in all relevant weather conditions.</p> <p>b. Equipment may include</p> <p>b.1. basic mechanical/hydraulic on track self propelled equipment, including</p> <p>b.1.1. jacks</p> <p>b.1.2. borers</p> <p>b.1.3. pullers</p> <p>b.1.4. (rail mounted) lubricators</p> <p>b.1.5. winches</p> <p>b.1.6. tampers</p> <p>b.1.7. rail adjusters</p> <p>b.1.8. ballast scarifiers</p> <p>b.1.9. on track self propelled equipment with multiple functions including</p> <p>b.1.9.1. ballast regulators</p> <p>b.1.9.2. cranes sleeper renewer</p> <p>b.1.9.3. gantry</p> <p>b.1.9.4. sleeper laying frame</p> <p>b.1.9.5. sleeper renewer</p> <p>b.1.9.6. disposal and distribution wagons</p> <p>b.2. complex on track self propelled equipment, including</p> <p>b.2.1. tamper liners</p> <p>b.2.2. track laying machines</p> <p>b.2.3. rail mounted lubrication vehicles</p> <p>b.2.4. rail planers</p> <p>b.2.5. rail grinders</p> <p>b.2.6. undercutters</p> <p>b.2.7. ballast cleaning machines</p> <p>b.2.8. ballast screening and collection units</p> <p>b.2.9. track geometry recording and detection cars</p> <p>c. Note: relevant state regulatory licences or organisational certificates may apply to most equipment</p>
3. Sources of information/documents may include	<p>a. Information on procedures and codes may include</p> <p>a.1. OH&S legislation, codes of practice, policies and procedures</p> <p>a.2. safeworking systems and requirements</p> <p>a.3. local instructions</p> <p>a.4. maintenance specifications</p> <p>a.5. emergency procedure manuals</p> <p>a.6. two-way radio operation procedures</p> <p>a.7. equipment operation manuals</p> <p>a.8. manufacturer's specifications</p> <p>a.9. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods</p> <p>a.10. organisational policies and procedures</p> <p>a.11. isolation and lock-out procedures</p> <p>a.12. using protective clothing and equipment</p> <p>a.13. complying with track speed, length and load limitations</p> <p>a.14. specified operating limits for motive power units</p>
4. Workplace context may include	<p>f. Work organisation procedures and practices</p> <p>g. Conditions of service, legislation and industrial agreements including:</p> <p>g.1. workplace agreements and awards</p> <p>g.2. State, Federal or Territory Legislation</p>
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<p>a. Legislation/regulations/standards may include</p> <p>a.1. safe working regulations</p> <p>a.2. local authority regulations and procedures</p> <p>a.3. workplace regulations</p> <p>a.4. relevant state railway legislation/regulations</p> <p>a.5. quality improvements</p> <p>a.6. Australian Standards</p> <p>a.7. workplace OH&S</p> <p>a.8. QA plans, data and document control</p> <p>a.9. environmental policies</p> <p>a.10. technical instructions</p>

Evidence Guide

OPERATE ON-TRACK SELF-PROPELLED EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills for:</p> <ul style="list-style-type: none"> a.1 Suitable planning and organisation of work requirements a.2 Ensuring track possession/protection is in place if required a.3 Performance of pre and post operational checks a.4 Identification of defects and maintenance requirements and taking of appropriate action a.5 Operation of equipment in accordance with manufacturers or organisational procedures a.6 Operation of machinery with regard to prevailing weather and site conditions a.7 Timely and accurate completion of log books and any other relevant documentation
2. Interdependent assessment of units	<p>b. This unit of competency may be assessed in conjunction with units of competency that form part of a job role of a person required to operate on-track self-propelled equipment. This may include:</p> <ul style="list-style-type: none"> b.1. Planning work requirements b.2. Cleaning up worksite b.3. Arranging track protection b.4. Participating in a team to achieve designated tasks b.5. Applying workplace health and safety procedures
3. Required knowledge and skills	<ul style="list-style-type: none"> a. operators of mechanised equipment must have undertaken training and where b. appropriate, hold the relevant license, permit or certificate and be recognised c. as competent for the class of machinery being used d. road rules - on track equipment management and use e. track structure and geometry f. obtain train information to contribute to a safe worksite g. follow workplace health and safety practices and procedures h. used of on equipment i. operation machinery to applicable track standards j. use computerised automatic geometry guidance system (AGGS)
4. Resource implications	Access is required to appropriate on-track self-propelled equipment and associated resources in a real or appropriately simulated environment.
5. Consistency in performance	<p>f. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> f.1. completing tasks f.2. identifying improvements f.3. applying safety precautions relevant to the task f.4. assessing operational capability of equipment used and work processes selected <p>g. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> g.1. hazard policies and procedures including Codes of Practice g.2. issue resolution procedures g.3. job procedures and work instructions g.4. relevant guidelines relating to the use of machinery and equipment capability and limitations g.5. quality procedures (where existing) g.6. security procedures g.7. following enterprise housekeeping processes g.8. waste, pollution and recycling management processes <p>h. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>i. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>j. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<ul style="list-style-type: none"> c. Assessment may occur on the job or in an appropriately simulated environment d. Competence should be demonstrated under typical working conditions on the range of on-track self-propelled equipment e. Operational environment may be as determined by the organisation

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	2

DESCRIPTION:

Knowledge and skills to drive medium rigid vehicles safely, including the systematic and efficient control of all functions and management of hazardous situations

ELEMENT	PERFORMANCE CRITERIA
1. Drive the medium rigid vehicle	<ul style="list-style-type: none"> a. The medium rigid vehicle is started, steered, manoeuvred, positioned, stopped in accordance with traffic regulations and manufacturers instructions b. Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage c. Engine operation is maintained within manufacturer's specified torque range and temperature through effective transmission use d. Braking system of medium rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions e. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving f. The medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning g. The medium rigid vehicle is parked, shut down and secured in accordance with manufacturer's specifications, traffic regulations and company procedures
2. Monitor traffic and road conditions	<ul style="list-style-type: none"> a. The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations b. Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3. Monitor and maintain vehicle performance	<ul style="list-style-type: none"> a. Vehicle performance is maintained through pre-operational inspections and checks of the vehicle b. Performance and efficiency of vehicle operation is monitored during use c. Defective or irregular performance or malfunctions are reported to the appropriate authority d. Vehicle records are maintained/updated and information is processed in accordance with company procedures

Range of Variables

DRIVE MEDIUM RIGID VEHICLES

VARIABLE	SCOPE
1. Type of vehicle	a. includes all medium rigid vehicles, for example any 2-axle rigid vehicle, including truck and bus greater than 8 tonnes GVM
2. Workplace environment	a. includes all road transport situations, for example a.1. operations conducted at day or night a.2. work conducted in confined spaces, exposed conditions and controlled or open environment a.3. in the warehouse and at the depot a.4. in the vehicle on the road a.5. at the client's workplace a.6. in a range of typical weather conditions
3. Level of Supervision	a. may be limited or minimum supervision
4. OH and S Standards	a. as per company and statutory requirements
5. Regulations/Legislation	a. License category information b. Traffic laws and regulations c. Special regulatory requirements d. Emergency procedures
6. Documentation and Reporting Systems	a. as per company requirements
7. Procedures:	a. procedures are those prescribed for medium rigid vehicles by the relevant traffic authority and company

Evidence Guide

DRIVE MEDIUM RIGID VEHICLES

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the road rules, vehicle controls, instruments and indicators, defensive driving techniques, engine power management and safe driving strategies. b. Assessment must confirm the ability to start, steer, manoeuvre, position and stop a light vehicle, as well as to correctly apply the candidate's knowledge of road rules; vehicle controls, instruments and indicators; defensive driving techniques, engine power management and safe driving strategies
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit should be assessed with <i>Drive Vehicles (A1)</i>
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Road laws a.2. Medium rigid vehicle handling procedures a.3. Medium rigid vehicle controls and indicators a.4. Efficient driving techniques a.5. Transmission types a.6. Air brake systems b. Underpinning skills <ul style="list-style-type: none"> b.1. Defensive driving b.2. Map Reading b.3. Reading b.4. Monitoring and anticipating traffic hazards b.5. Pre-operational checks of medium rigid vehicles b.6. Stress management
4. Resources	<ul style="list-style-type: none"> a. Assessment of this competency requires access to the relevant medium rigid vehicle
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, by day or night and in varied weather conditions in a real or simulated road transport environment. Assessment should include both loaded and unloaded vehicles b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

DESCRIPTION:
Skills and knowledge to shift loads by hand

ELEMENT	PERFORMANCE CRITERIA
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none"> a. Products, goods or materials to be relocated are identified b. Locations for storage determined and potential routes to be followed identified c. Effect of load relocation on original load base is predicted d. Points of balance estimated e. Required clearances compared to available space and adjustments made f. Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered g. Potential risks in route(s) which may be followed are considered h. Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods i. Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified j. Team lifting processes are considered for application
2. Plan load relocation	<ul style="list-style-type: none"> a. Relocation of the load is planned consistent with the code of practice for manual handling b. Process for relocating load proposed including predicting and planning for potential difficulties c. Proposed process checked against code of practice and workplace procedures for compliance
3. Relocate load	<ul style="list-style-type: none"> a. Required actions of lifting, lowering and carrying, pulling and pushing are used b. Applications appropriate for team relocation of load are identified c. Team lifting tasks are co-ordinated d. Planned process and route are followed e. Relocated materials are set down without damage to goods, personnel or equipment and checked for stability f. Relocation is checked to see that it meets work requirements, with any variance(s) reported

Range of Variables

SHIFT MATERIALS SAFELY

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. loads to be shifted may be irregularly shaped, packaged or unpackaged, labelled or unlabelled
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

SHIFT MATERIALS SAFELY

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.6. follow the designated work plan for the job a.7. use appropriate techniques and body positioning when lifting, lowering and carrying, pulling and pushing and team lifting
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout and obstacles a.2. identification of manual handling risks, the load on the spine, controlled actions on a movement, rotation and side movement of the spine, postures and positions, work layout and loads weight, load type and position, frequency, distance and time a.3. focus of operation of work systems, equipment or management site and organisational operating systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. modifying activities dependant on differing workplace contexts, risk situations and environments a.8. estimation of size, shape and special requirements of loads a.9. identification of container and goods coding, IMDG markings and where applicable Emergency Information Panels a.10. eye hand coordination
4. Resource implications	<p>a. Access to loads to be shifted and others to assist in the load shifting process</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Goods are shifted with no damage to self, others or the goods</p> <p>c. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> c.1. obtaining assistance from other team members when required c.2. hazard policies and procedures including Codes of Practice c.3. issue resolution procedures c.4. job procedures and work instructions c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	2	2	2

DESCRIPTION:

Skills and knowledge to use mechanical aids in the shifting of loads

ELEMENT	PERFORMANCE CRITERIA
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none"> a. Products, goods or materials to be relocated are identified b. Location for storage is determined c. Routes to be followed are identified d. Points of balance estimated e. Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered f. Potential risks in route(s) which may be followed are considered g. Lifting equipment to minimise potential risks is identified h. Appropriate personal protective equipment is worn
2. Plan load relocation	<ul style="list-style-type: none"> a. Load shifting equipment selected b. Safe procedures for using lifting equipment identified, including the calculation of S.W.L. (Safe Working Load) and/or W.L.L. (Working Load Limit) for weight of goods to be moved c. Process for relocating load proposed predicting and planning for potential difficulties d. Proposed process checked against relevant Code of Practice and workplace procedures for compliance e. Lifting equipment and accessories are checked for safe operation in accordance with manufacturer's instructions and enterprise procedures
3. Relocate Load	<ul style="list-style-type: none"> a. Any unsafe equipment is reported to appropriate personnel b. Planned process and route are followed using equipment within necessary range of limitations c. Relocated materials are set down without damage to goods, personnel or equipment and checked for stability d. Relocation is checked to see that it meets work requirements, any variances are reported e. Equipment is returned to storage area

Range of Variables

USE MANUAL HANDLING EQUIPMENT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

USE MANUAL HANDLING EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. use manual handling equipment to shift loads a.2. identify manual handling risks to self, others and equipment a.3. estimate effect of load and operating limitations of equipment a.4. locate, interpret and apply relevant information a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. These units of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. identification and safe use of mechanised materials handling equipment relevant to the workplace a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial and legislative requirements a.6. identification and correct use of equipment, processes and procedures a.7. modification of activities dependant on differing workplace contexts and environments a.8. calculation of Safe Working Load and Working Load Limit
4. Resource implications	<p>a. Range of manual handling equipment and goods to be shifted</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. emergency, fire and accident procedures b.3. the use of personal protective clothing and equipment conforming to industry standards according to the nature of the task b.4. hazard identification b.5. issue resolution procedures b.6. job procedures and work instructions b.7. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.8. quality assurance procedures (where existing) b.9. security procedures b.10. following recognised housekeeping processes b.11. waste, pollution and recycling management processes <p>c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	2	2

DESCRIPTION:
Skills and knowledge involved in oral and written presentations of information in the workplace

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and present document	<ul style="list-style-type: none"> a. Purpose of the document is identified b. Sources of information are established c. Information collated and presented in a logical order d. Document style selected to match purpose e. Language is clear, concise and conveys appropriate information to target audience
2. Prepare and deliver oral presentation	<ul style="list-style-type: none"> a. Purpose of oral presentation is established b. Target audience is identified c. Information gathered and sorted d. Visual, audio and physical support media identified or developed e. Presentation trialed and adjusted to suit target audience

Range of Variables

PRESENT WORKPLACE INFORMATION

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PRESENT WORKPLACE INFORMATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information from a range of sources a.2. plan presentations to suit purpose a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. identification and correct use of equipment, processes and procedures used within context of the job a.8. eye hand coordination a.9. use of presentation packages for slides, overhead projector, computer presentations
4. Resource implications	<p>a. Range of information to be delivered in printed and oral form</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements <p>b. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of equipment b.5. quality assurance procedures (where existing) b.6. security procedures <p>c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

DESCRIPTION:**Planning and executing loading, unloading and stock rotation activities**

ELEMENT	PERFORMANCE CRITERIA
1. Estimate loads to be placed on storage and transport	<ul style="list-style-type: none"> a Order forms/work orders read and requirements noted b Weight of individual items are totalled to estimate load c Appropriate workplace documentation is completed d Allowable load limits for storage and or transport systems are identified
2. Estimate loads for transport or storage	<ul style="list-style-type: none"> a Shape, load, balance characteristics, dimensions and mass are identified b Area required for storage is estimated c Weights are totalled to calculate loads for transport or storage system d Loads are restricted to allowable range(s) e Load is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems f Loads are restricted to allowable range

RANGE OF VARIABLES

ESTIMATE/CALCULATE MASS, AREA AND QUANTIFY DIMENSIONS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives e. Calculations and estimations may relate to weights and dimensions of cargo, containers to be shifted stored or lifted or to other waterfront activities
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

ESTIMATE/CALCULATE MASS, AREA AND QUANTIFY DIMENSIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. estimate load limits, weights and dimensions a.2. locate, interpret and apply relevant information a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. sizing and weighing of products
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. application of relevant industrial requirements or other legislative requirements a.4. identification and correct use of equipment, processes and procedures of mathematical calculations including <ul style="list-style-type: none"> a.4.1. addition a.4.2. subtraction a.4.3. multiplication a.4.4. division
4. Resource implications	<ul style="list-style-type: none"> a. Variety of packaged goods in pallets, containers and bulk cargoes
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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	3	2	2

Field E Communications and Calculations

DESCRIPTION:**Participate in interactive workplace communications**

ELEMENT	PERFORMANCE CRITERIA
1. Communicate information about tasks, processes, events or skills	<ul style="list-style-type: none"> a. Communication medium is selected to meet the purpose required b. Multiple operations involving several topics/areas are communicated c. Effective listening skills are demonstrated d. Questions are used to gain additional information e. Sources of information relevant to the communication are identified. f. Information is selected and sequenced correctly g. Verbal and written reporting undertaken where required. h. Communication is undertaken in both familiar and unfamiliar situations and with familiar and unfamiliar individuals and groups
2. Participate in group discussions to achieve appropriate work outcomes	<ul style="list-style-type: none"> a. Responses are sought and provided to others in the group b. Constructive contributions are made in terms of the process involved c. Goals or outcomes are communicated and/or recorded
3. Represent views of the group to others	<ul style="list-style-type: none"> a. Views and opinions of others are understood and accurately reflected

Range of Variables

PARTICIPATE IN WORKPLACE COMMUNICATIONS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PARTICIPATE IN WORKPLACE COMMUNICATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. use workplace colloquial and technical language and communication technologies in the workplace context a.6. identify interactive communication equipment and protocols for workplace use
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. identification and correct use of equipment, processes and procedures used within context of the job a.8. eye hand coordination
4. Resource implications	<p>a. Instructions/messages to communicate, communication equipment and systems</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the safe use of machinery and equipment b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

UNIT: TDT E4 97A PREPARE WORKPLACE DOCUMENTS

Field E Communications and Calculations

DESCRIPTION:
Basic knowledge and skills to enable the writing of work related documents

ELEMENT	PERFORMANCE CRITERIA
1. Plan document	a. Purpose and audience for the document are identified b. Appropriate format for the document is established c. Relevant information is identified and selected for inclusion in the document
2. Prepare document	a. A draft of the document is prepared in accordance with enterprise procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary that are appropriate for the reader(s) b. Document is edited and presented in a final version appropriate to the task
3. Complete forms	a. Work related forms are completed in accordance with enterprise policy and procedures

Range of Variables

PREPARE WORKPLACE DOCUMENTS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PREPARE WORKPLACE DOCUMENTS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. use of relevant forms, charts and proformas
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. conventions for sentence construction, grammar, spelling, style and punctuation.
4. Resource implications	<p>a. Access to workplace information and forms.</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements <p>b. Documents produced are checked for errors and compliance with workplace policies</p> <p>c. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

FIELD

E COMMUNICATIONS AND CALCULATIONS

DESCRIPTION:

Calculations for routine industry related tasks by manual and electronic processes

ELEMENT	PERFORMANCE CRITERIA
1. Carry out calculations	<ul style="list-style-type: none"> a. Items are counted singly and in batches and sorted numerically, as required in workplace tasks b. Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division c. Calculations involving fractions, percentages and mixed numbers and using the four basic processes, are performed as required to complete workplace tasks d. The functions of a calculator, numeric keypad or on-board computer are used to perform workplace tasks e. Numerical information is self-checked and corrected for accuracy
2. Prepare estimates	<ul style="list-style-type: none"> a. Quantities of materials and resources required to complete a work task are estimated b. The time needed to complete a work activity is estimated c. Accurate estimates for work completion are made
3. Interpret graphical representations of mathematical information	<ul style="list-style-type: none"> a. Information represented in symbols, diagrams and pictorial representations is recognised, interpreted and acted upon in workplace tasks

Range of Variables

CARRY OUT WORKPLACE CALCULATIONS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Calculations including money, volume, weight, time, distance and perimeter c. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> c.1. workplace agreements and awards c.2. occupational health & safety c.3. State, Federal or Territory Legislation d. Consultative processes may involve <ul style="list-style-type: none"> d.1. staff members d.2. management d.3. union representatives d.4. industrial relations, Occupational Health and Safety specialists d.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

CARRY OUT WORKPLACE CALCULATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. selection of appropriate mathematical process a.8. selection of appropriate electronic and mechanical aids including calculators and computers
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. application of mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions
4. Resource implications	<p>a. Access to workplace information and forms</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements b. Appropriate calculation methods used within normal job role with accurate results c. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	2	2	1

DESCRIPTION:

Knowledge and skills to effectively operate a communications system installed in a vehicle for communication with other users and the company base

ELEMENT	PERFORMANCE CRITERIA
1. Operate a radio communication system installed in a vehicle	<ul style="list-style-type: none"> a. System checks are carried out to confirm the radio communication system is operational in accordance with manufacturer's instructions and company procedures b. Communication system is used safely in accordance with company procedures and relevant safety legislation c. Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users d. Received messages are interpreted and recorded in accordance with company procedures
2. Communicate with the company base	<ul style="list-style-type: none"> a. Radio communications equipment is used to communicate clients' instructions to the company base and to advise on job status and operational emergencies and difficulties
3. Use a vehicle on-board computer	<ul style="list-style-type: none"> a. System checks are carried out to confirm an on-board computer system is operational in accordance with manufacturer's instructions and company procedures b. On-board computer system is operated in accordance with manufacturer's instructions and company procedures c. Information/messages are received from, and entered into the on-board computer system in accordance with company procedures d. Minor faults in the vehicle communications systems are identified, diagnosed, and repaired or reported in accordance with company procedures

Range of Variables

USE VEHICLE COMMUNICATION SYSTEMS

VARIABLE	SCOPE
1. Type of equipment	a. includes all communication equipment which may be used in a vehicle. For example, CB radio, mobile phone, 2-way radio, on-board computer, global positioning systems
2. Type of data	a. includes all data relevant to the road transport environment, for example, communication with base , vehicle tracking, job allocation, trip data, alarm/warning, costings, vehicle/driver performance data
3. Workplace environment	a. includes all road transport situations, for example a.1. operations conducted at day or night a.2. work conducted in confined spaces, exposed conditions and controlled or open environment a.3. in the warehouse and at the depot a.4. in the vehicle on the road a.5. at the client's workplace
4. Level of supervision	a. may be limited or minimum supervision
5. Documentation and Reporting Systems	a. as per company procedures
6. Procedures	a. procedures are those prescribed by government regulation and company policies

Evidence Guide

USE VEHICLE COMMUNICATION SYSTEMS

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the procedures for the use of radio communications systems and on-board computers b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit could be assessed in conjunction with relevant units from the <i>Driving vehicles</i> field
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Operational procedures and protocols for radio communication a.2. Minor maintenance procedures for vehicle communications equipment a.3. Pre-operational checks for vehicle communications equipment a.4. Operational procedures for the use of on-board computers b. Underpinning skills <ul style="list-style-type: none"> b.1. Radio communication techniques b.2. Oral communication skills b.3. Keyboarding for on-board computer units
4. Resources	<ul style="list-style-type: none"> a. Assessment of this competency will require access to vehicle communication systems
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation using the relevant communications system a real or simulated road transport environment b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

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	2	3

DESCRIPTION:

Knowledge and skills to process workplace documentation in the road transport industry

ELEMENT	PERFORMANCE CRITERIA
1. Plan documentation	a. Purpose of workplace documentation is identified and confirmed b. Information for completion of the workplace documentation is collected, analysed and organised as required
2. Complete documentation	a. Required documentation is prepared, or forms completed, in accordance with company policies and procedures b. Logs or diaries are maintained accurately and in a timely manner in accordance with company requirements.

Range of Variables

PROCESS WORKPLACE DOCUMENTATION

VARIABLE	SCOPE
1. Type of documents	a. includes road transport memos, letters, diaries, logs
2. Workplace environment	a. includes all road transport situations, for example a.1. in the warehouse and at the depot a.2. in the vehicle on the road a.3. at the client's workplace a.4. in a team and autonomous working situations
3. Level of supervision	a. may be limited or minimum supervision
4. Documentation and Reporting Systems	a. as per company procedures
5. Procedures	a. procedures are those prescribed by government regulation and company policies

Evidence Guide

PROCESS WORKPLACE DOCUMENTATION

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of company requirements for the completion of workplace documentation, forms, logs or diaries b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment to complete workplace documents
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit could be assessed in conjunction with <i>Apply keyboard skills, Use computers in the workplace</i>
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Requirements for workplace documentation, forms, logs or diaries a.2. Sources of information for the completion of workplace documentation, forms, logs or diaries a.3. Purpose of workplace documentation forms, logs or diaries b. Underpinning skills <ul style="list-style-type: none"> b.1. Ability to collect, analyse and organise information needed to complete workplace documentation, forms, logs or diaries b.2. Writing skills
4. Resources	<ul style="list-style-type: none"> a. Assessment of this unit requires access to workplace documents, workplace information and forms
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, in a real or simulated road transport environment b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

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	1	1	1

DESCRIPTION:

This unit covers investigating and reporting on incidents such as emergencies or accidents.

ELEMENT	PERFORMANCE CRITERIA
1. Plan the investigation	<ul style="list-style-type: none"> a. Clarification of the objectives of the incident investigation is established in conjunction with relevant personnel, and in accordance with organisational and statutory requirements. b. Time frames and locations for the investigation are established in conjunction with relevant personnel. c. Resources required for the investigation are identified and obtained within organisational guidelines.
2. Collect and analyse information	<ul style="list-style-type: none"> a. All relevant available incident information is obtained and collated in order to facilitate a detailed and accurate analysis of the incident. b. Interviews are conducted with relevant personnel to establish their recollection of events associated with the incident. c. Information is analysed in accordance with the established objectives of the investigation, based on approved conditions, applicable standards and operational guidelines. d. Options for action are generated which are consistent with organisational and/or statutory requirements and lead to recommendations, which reduce future risk. e. Criteria are specified to enable objective evaluation of the options to be undertaken.
3. Prepare report	<ul style="list-style-type: none"> c. Conclusions are drawn and recommendations are made which will enable a satisfactory resolution of the incident issues and meet organisational and any other statutory requirement. d. Opportunities to enhance operational efficiency and safety procedures are documented in accordance with the standard reporting guidelines. e. Documentation is filed and distributed to all relevant parties for consideration and subsequent action.

Range Of Variables

INVESTIGATE SAFETY INCIDENTS

VARIABLE	SCOPE
1. General context	c. Work is performed under some supervision, generally within a team environment.
6. Worksite environment may include	<p>d. Operations conducted by day or night.</p> <p>e. Work conducted in restricted spaces or exposed conditions or controlled or open environments.</p> <p>f. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles.</p> <p>g. Resources required for the investigation may include:</p> <ul style="list-style-type: none"> – personnel time – access to incident site – access to equipment including rollingstock and infrastructure
7. Sources of information/documents may include	<p>a. Incident information may be obtained from:</p> <ul style="list-style-type: none"> a.1. incident reports a.2. dangerous goods manifest a.3. driver's advice (train load) a.4. safeworking forms a.5. special train notices a.6. consist forms a.7. wagon cards a.8. out-of-gauge documents a.9. train journals or train register books transport instructions a.10. load and weight records-material safety data sheets a.11. inspection reports-routine circulars a.12. interviews with those involved in the incident a.13. interviews with witnesses
8. Workplace context may include	<p>h. Work organisation procedures and practices</p> <p>i. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> i.1. workplace agreements and awards i.2. State, Federal or Territory Legislation
9. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>d. Occupational Health & Safety</p> <p>e. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods</p> <p>f. Environmental protection legislation</p>

Evidence Guide

INVESTIGATE SAFETY INCIDENTS

7. Critical aspects of evidence to be considered	<p>b. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> b.1. recognise implications of safety incidents b.2. carry out an investigation b.3. make appropriate recommendations b.4. prepare a report b.5. select and appropriately use protective clothing b.6. locate, interpret and apply relevant information b.7. work effectively with others b.8. maintain workplace records b.9. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context b.10. follow the designated work plan for the job
8. Interdependent assessment of units	c. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
9. Required knowledge and skills	<p>b. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> b.1. investigatory processes and procedures b.2. interview techniques b.3. problem-solving strategies b.4. data collection and analysis techniques b.5. documentation requirements b.6. OH&S legislation, codes of practice, policies and procedures b.7. safeworking systems and requirements b.8. planning b.9. collecting and analysing data b.10. preparing reports and recommendations b.11. conducting interviews and taking statements b.12. communication b.13. evaluating the nature and extent of the incident b.14. solving problems related to operational incidents b.15. interpreting instructions and prioritising work b.16. interpreting policy and procedural documents
10. Resource implications	b. Access to accident /emergency documentation, data, people, reports.
11. Consistency in performance	<p>k. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> k.1. describing consequences k.2. completing tasks k.3. identifying improvements k.4. applying safety precautions relevant to the task k.5. assessing operational capability of equipment used and work processes selected <p>l. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> l.1. job procedures and work instructions l.2. quality procedures (where existing) l.3. security procedures l.4. following enterprise housekeeping processes <p>m. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>n. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>o. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
12. Context for assessment	Assessment may occur on the job or in a simulated workplace

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	2

DESCRIPTION:

This unit covers the skills required to control local fires using fire fighting equipment.

ELEMENT	PERFORMANCE CRITERIA
1. Use fire fighting equipment	<ul style="list-style-type: none">e. Tools, equipment and personal safety equipment used for fighting fires are correctly selected for type of fire in accordance with manufacturer's instructions.f. Fire is controlled using fire fighting equipment according to manufacturer's instructions.g. Equipment is stored safely according to manufacturer's instructions.
2. Maintain fire fighting equipment	<ul style="list-style-type: none">a. Equipment is maintained to manufacturers' specifications to ensure effective operation when used.b. Equipment is cleaned and serviced to relevant standards.c. Defective equipment is identified and report to relevant authorities as necessary so it can be replaced or repaired.

Range Of Variables

OPERATE AND MAINTAIN FIRE FIGHTING EQUIPMENT

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include all fire fighting equipment. e. Personal safety equipment may include: <ul style="list-style-type: none"> e.1 gloves e.2 hat e.3 goggles e.4 boots e.5 helmets
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Fire fighting information requirements may be obtained from: <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies a.11. dangerous goods legislation a.12. electrified territory regulations a.13. goods manifest
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 measures undertaken if the fire gets out of control c.2 personal injury
5. Applicable State/Territory/Commonwealth regulations and legislation may include	a. Occupational Health & Safety legislation

Evidence Guide

OPERATE AND MAINTAIN FIRE FIGHTING EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 control a fire using fire fighting equipment a.2 store and maintain fire fighting equipment a.3 select and appropriately use protective clothing a.4 locate, interpret and apply relevant information a.5 work effectively with others a.6 maintain workplace records a.7 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.8 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p> <ul style="list-style-type: none"> a.1 plan work requirements a.2 apply workplace health and safety procedures
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 equipment use and identification a.2 personal safety rules and equipment. a.3 materials and their effect on fires a.4 firefighting methods a.5 Occupational Health and Safety
4. Resource implications	<p>a. Access to fire fighting equipment, workplace procedures, safety instructions.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

DESCRIPTION:

This unit covers the skills required to handle safety emergencies.

ELEMENT	PERFORMANCE CRITERIA
1. Respond to emergency situations	a. Emergency and potential emergency situations are promptly identified and assessed and needs are prioritised. b. Situations are handled appropriately following emergency and first aid procedures. c. Incident reports are completed accurately following company procedures
2. Arrange follow on support and assistance	c. Medical assistance and support is arranged as required following company procedures.
3. Communicate with staff	a. Staff and customers are provided with relevant, appropriate and timely advice on emergency situations and instructions to be followed on an ongoing basis. b. Evacuation procedures for staff/customers are demonstrated and explained in accordance with workplace procedures c. Customer service and safety needs arising from emergency situations are identified and acted upon.

Range Of Variables

MANAGE EMERGENCIES

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Emergency situations may include: <ul style="list-style-type: none"> d.1 chemical spills d.2 fires d.3 bomb threats d.4 derailments d.5 customer emergency
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Emergency situation requirements and information may be obtained from: <ul style="list-style-type: none"> a.1. statutory requirements a.2. OH&S legislation a.3. ARA dangerous goods requirements a.4. organisation's rules, regulations and requirements a.5. insurance requirements a.6. goods manifest
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation

Evidence Guide

MANAGE EMERGENCIES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 handle emergencies in an appropriate manner a.2 select and appropriately use protective clothing a.3 locate, interpret and apply relevant information a.4 work effectively with others a.5 maintain workplace records a.6 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.7 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. dangerous goods code a.2. common passenger train hazards including: a.3. handling hot food and equipment a.4. sudden and unexpected movement a.5. infectious and contagious diseases a.6. self closing doors a.7. sharp objects a.8. syringes and drugs a.9. human and biological waste a.10. the location and use of safety equipment a.11. making judgements regarding the relative urgency of hazard reports a.12. manual handling
4. Resource implications	<p>a. Access safety equipment, procedures, real or simulated on-board emergency situations</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

DESCRIPTION:

This unit covers the skills required to implement and monitor environmental legislation and organisation environmental codes of practice, policy and procedures in a defined work area to maintain and enhance environmental standards.

ELEMENT	PERFORMANCE CRITERIA
1. Access information about OH&S and workplace policies and procedures	<ul style="list-style-type: none"> a. Relevant provisions of environmental legislation and codes of practice are accurately followed. b. Information on workplace environmental policies, procedures and programs are stored in a readily accessible location and manner. c. Information is accurately and clearly explained to the work team and updated according to change in organisation policy. d. Information about the outcomes of environmental risk identification and control procedures is provided to the appropriate personnel.
2. Implement and monitor procedures for identifying, dealing with and assessing environmental hazards	<ul style="list-style-type: none"> a. Existing and potential environmental hazards in the workplace are identified and reported. b. Identified hazards are assessed in relation to relevant environmental protection policies. c. Workplace procedures for dealing with hazardous events are implemented wherever necessary to ensure that prompt control action is taken. d. Hazardous events are investigated to identify causes and control measures are implemented to prevent recurrence and minimise risks of such events.
3. Implement and monitor environmental control procedures	<ul style="list-style-type: none"> a. Existing environmental protection measures are implemented, monitored and reviewed. b. Work procedures to protect environment is implemented and adherence to them by the work group is monitored. c. Required improvements to existing control measures are identified including required resources for implementation, and reported to appropriate personnel.
4. Implement and monitor environmental protection training procedures	<ul style="list-style-type: none"> a. Environmental protection training needs of the work group members are monitored against relevant competence and knowledge requirements. b. Arrangements to meet identified training needs through both on and off the job training are made with specified personnel.
5. Implement and monitor environmental protection records procedures	<ul style="list-style-type: none"> a. Workplace environmental protection records are accurately and legibly maintained in accordance with organisational and legal requirements for environmental protection record keeping. b. Aggregate work area environment information is used to identify hazards and monitor risk control procedures within the scope of personal responsibility and competence.

Range Of Variables

IMPLEMENT AND MONITOR ENVIRONMENTAL PROTECTION POLICIES AND PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed individually and skills are required to work within a team environment. b. Environmental protection requirements apply to all employees at the individual level, including those with and those without supervisory responsibilities, and relate to the individual's duty of care as an employee not to endanger the environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Environmental protection legislation refers to all relevant environmental legislation and codes of practice applicable to the organisation including duties and responsibilities of all providers of transport services under the general care of duty. b. Environmental legislation requirements include: <ul style="list-style-type: none"> b.1 the exercise of due diligence to protect the environment b.2 maintenance and confidentiality of environmental records of incidents and management practices/techniques b.3 environmental regulations and codes of practice relating to workplace hazards b.4 ensuring the provision of information and training that is workplace/job specific c. Information communicated to the work group may include: <ul style="list-style-type: none"> c.1 relevant provision of environmental legislation and codes of practice c.2 organisation policies, procedures and programs relevant to the workplace c.3 environmental hazard identification and risk assessment information relevant to the workplace
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Environmental protection requirements may be obtained from: <ul style="list-style-type: none"> a.1. environmental hazard reports a.2. risk control procedures a.3. organisation personnel and management a.4. relevant legislation
4. Workplace context may include	<ul style="list-style-type: none"> a. Implementing and monitoring policies and procedures applies in a context of an endorsed and established organisational management system. b. Work organisation procedures for dealing with hazardous events will include: <ul style="list-style-type: none"> b.1 inspection and housekeeping b.2 training and assessment b.3 maintenance including plant and equipment b.4 purchasing b.5 evacuation b.6 hazardous substance containment b.7 operational instruction b.8 environmental information including incident and management practices b.9 consultation b.10 specific hazardous materials policies and procedures b.11 counselling and disciplinary processes b.12 risk assessment and control b.13 first aid b.14 internal and external auditing
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation b. Environmental Protection Act

IMPLEMENT AND MONITOR OCCUPATIONAL HEALTH AND SAFETY POLICIES AND PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 communicate effectively with the workgroup a.2 identify and monitor environmental hazards in the workplace a.3 implement effective procedures for dealing with hazardous events a.4 monitor workplace adherence to environmental practices a.5 understand environmental protection requirements a.6 assist in the management of environmental protection in the workplace a.7 locate, interpret and apply relevant information a.8 work effectively with others a.9 maintain workplace records a.10 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 organisational environmental procedures a.2 hazard control measures a.3 reporting processes and procedures a.4 recording processes a.5 relevant requirements of all environmental legislation and codes of practice which apply a.6 hierarchy of control principles for risks (including preferred models for risk elimination, engineering controls, administrative controls and specific environmental protection techniques) a.7 significance of EEO principles and practice for environmental management a.8 literacy levels and communication skills of those supervised a.9 relevant management systems and procedures for environmental management a.10 training needs analysis relevant to organisational level a.11 communication skills a.12 leading/supervising skills a.13 problem solving skills a.14 counselling, advising and informing skills a.15 application of relevant procedures and processes
4. Resource implications	<p>a. Access to organisation guidelines on OH&S, workplace procedures, relevant personnel, computer software and office equipment, training facilities.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	2	1	3	2

DESCRIPTION:

Knowledge and skills to follow workplace Occupational Health and Safety procedures

ELEMENT	PERFORMANCE CRITERIA
1. Identify and follow workplace procedures for hazard identification and risk control	<ul style="list-style-type: none"> a. Workplace procedures for Occupational Health and Safety are identified and related work instructions for controlling risks are accurately followed b. Workplace procedures for dealing with accidents, fire and emergencies are known and followed c. Hazards in the workplace are identified and reported to designated personnel in accordance with workplace procedures
2. Contribute to arrangements for the management of occupational health and safety	<ul style="list-style-type: none"> a. Occupational Health and Safety issues are raised with designated personnel in accordance with workplace procedures and relevant Occupational Health and Safety legislation b. Contributions to Occupational Health and Safety management in the workplace are made within workplace procedures and provisions of relevant legislation
3. Complete Occupational Health and Safety records	<ul style="list-style-type: none"> a. Occupational Health and Safety records for self are completed in accordance with workplace requirements b. Occupational Health and Safety records and legal requirements for the maintenance of records of occupational injury and diseases are followed

Range of Variables

FOLLOW OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work may be conducted in enclosed spaces, exposed conditions and controlled or open environment c. Exposure may be to chemicals, other harmful substances, movements of equipment, goods, vehicles including <ul style="list-style-type: none"> c.1. toxic substances c.2. damaged packing material and containers c.3. broken and damaged equipment c.4. inflammable materials and fire hazards c.5. lifting practices c.6. waste management and disposal c.7. extremes in weather conditions c.8. lighting levels c.9. floor surfaces c.10. water hazards c.11. traffic flows, vehicle and equipment operation c.12. a range of storage areas d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers, codes and Manifests b. Manufacturer's specifications c. Enterprise operating procedures <ul style="list-style-type: none"> c.1. hazard policies and procedures c.2. emergency, fire and accident procedures c.3. personal safety procedures c.4. procedures for the use of personal protective clothing and equipment c.5. hazard identification c.6. issue resolution procedures c.7. job procedures c.8. work instructions c.9. materials safety data sheet explanatory tests c.10. Supplier and/or client instructions c.11. Materials Safety Data Sheets d. Codes of Practice e. Award, Enterprise Bargaining Agreement other agreed industrial arrangements f. Consultative processes for Occupational Health and Safety
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service including legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Noise h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Confined spaces k. Ergonomics l. Rehabilitation m. Smoke free environment

Evidence Guide

FOLLOW OH&S PROCEDURES

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. convey information in written and oral form a.3. maintain workplace records a.4. use workplace colloquial and technical language and communication technologies in the workplace context a.5. follow the requirements of relevant legislation and related Codes of Practice in relation to individual obligations for duty of care
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. reporting procedures in regard to unsafe situations, fire hazards, broken or damaged equipment or fittings, sickness and accidents a.2. location and use of safety alarms, manifests, emergency shut off systems, emergency communication systems a.3. signs and signals used for Occupational Health and Safety a.4. terms used in Materials Safety Data Sheets a.5. IMDG markings and where applicable emergency information panels a.6. HAZCHEM symbols and implications for safe work & storage a.7. storage and use of hazardous substances a.8. storage and use of flammable materials a.9. handling of broken or damaged equipment a.10. manual and mechanically assisted lifting and load shifting procedures a.11. transport requirement for goods within workplace a.12. emergency and evacuation procedures a.13. obtaining and using information from safety labels, instructions for safe work, relevant Materials Safety Data Sheets, workplace procedures and Codes of Practice a.14. using personal protection equipment and engineering controls (where required)
4. Resource implications	a. Access to policies, procedures and information on Occupational Health and Safety. Access to support personnel, engineering controls and Personal Protective Equipment
5. Consistency in performance may include	a. Application of knowledge and skills to <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. Protective clothing worn in accordance with job and operational requirements a.7. Equipment checked prior to use a.8. Emergency procedures followed a.9. Potential problems predicted and reported a.10. Co-operative with supervisors and Occupational Health and Safety representatives and personnel a.11. Codes of Practice followed a.12. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures a.13. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others a.14. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	a. Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

Carry out housekeeping duties and maintain a clean and safe work site

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace procedures, resources and housekeeping requirements of different areas of the workplace	a. Workplace procedures for housekeeping are identified b. Equipment and consumables are selected in accordance with work area requirements c. Specific requirements for housekeeping activities in different parts of the employees' work area identified and followed d. Requirements for the minor disassembly/reassembly of storage zones identified (where applicable)
2. Monitor and maintain cleanliness and tidiness in the workplace	a. Initiative is used to continuously monitor the cleanliness and tidiness of the worksites used by the employees b. Housekeeping issues are raised with designated personnel in accordance with workplace procedures c. Housekeeping equipment and supplies are maintained and stored
3. Complete assigned housekeeping duties	a. Assigned housekeeping duties are conducted following workplace procedures ensuring that <ul style="list-style-type: none"> a.1. waste is removed a.2. maintenance requirements of any damaged items are notified to appropriate personnel a.3. minor disassembly/reassembly of storage zones is conducted within enterprise policies and procedures a.4. schedules and records for housekeeping duties are maintained a.5. work areas are checked and meet required workplace standards a.6. work is carried out following enterprise practices and safe work procedures

Range of Variables

CONDUCT HOUSEKEEPING ACTIVITIES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. Housekeeping duties may include <ul style="list-style-type: none"> e.1. cleaning e.2. returning goods or equipment to storage e.3. repacking e.4. waste removal e.5. maintenance f. Housekeeping may be scheduled or as required
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Export/Import/Quarantine/Bond requirements h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Water and Road use and license arrangements k. License, Patent or copyright arrangements l. Dangerous goods and air freight regulations m. Confined spaces n. Ergonomics o. Rehabilitation p. Smoke free environment q. Noise

Evidence Guide

CONDUCT HOUSEKEEPING ACTIVITIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. maintain workplace records a.3. use workplace colloquial and technical language and communication technologies in the workplace context a.4. dispose of waste materials including segregation of particular wastes and specialist requirements a.5. apply principles of reduction, re-use, recycle, recover and appropriate repair/replace decision making processes a.6. follow housekeeping requirements for different work areas a.7. use relevant tools and equipment a.8. safely handle solvent (organic and inorganic) cleaning products, steam and pressure equipment a.9. explain reasons for maintaining clean and tidy worksites, the tagging of unserviceable tools and equipment and following housekeeping and maintenance schedules a.10. complete housekeeping inspection requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. application of relevant industrial requirements a.2. identification and correct use of equipment, processes and procedures a.3. maintenance procedures for housekeeping equipment
4. Resource implications	<ul style="list-style-type: none"> a. Access to <ul style="list-style-type: none"> a.1. necessary housekeeping and cleaning equipment, personal protection equipment and relevant engineering controls a.2. enterprise reporting procedures for health and safety hazards a.3. workplace housekeeping procedures/manual a.4. relevant housekeeping procedures/manual a.5. relevant Occupational Health and Safety regulations
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Application of knowledge and skills to <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Checks own work for compliance with workplace requirements <ul style="list-style-type: none"> b.1. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.2. hazard policies and procedures including Codes of Practice b.3. issue resolution procedures b.4. job procedures and work instructions b.5. relevant guidelines relating to the use and tagging of unserviceable or damaged items b.6. quality assurance procedures (where existing) b.7. security procedures b.8. following recognised housekeeping processes b.9. waste, pollution and recycling management processes c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

Requirements for workers with some supervisory responsibility for implementation and monitoring of Occupational Health and Safety policies, procedures and systems

ELEMENT	PERFORMANCE CRITERIA
1. Access information about Occupational Health & Safety and the workplace policies and procedures	<ul style="list-style-type: none"> a. Relevant provisions of Occupational Health and Safety legislation and Codes of Practice are accurately followed b. Information on workplace Occupational Health and Safety policies, procedures, Occupational Health and Safety and programs is stored in a readily accessible location and manner c. Information is accurately and clearly explained to the work team d. Information about the outcomes of risk identification and control procedures is provided to appropriate personnel
2. Implement and monitor procedures for identifying and assessing hazards	<ul style="list-style-type: none"> a. Existing and potential hazards in the work area are identified and reported b. Identified hazards are assessed in relation to relative risk
3. Implement and monitor procedures for controlling risks	<ul style="list-style-type: none"> a. Existing risk control measures are implemented, monitored and reviewed b. Work procedures to control risks are implemented and adherence to them by the work group is monitored c. Required improvements to existing risk control measures are identified including required resources for implementation, and reported to appropriate personnel d. Procedures for monitoring and controlling risks provide for a hierarchy of control
4. Plan and supervise housekeeping arrangements	<ul style="list-style-type: none"> a. Housekeeping tasks are identified and incorporated in enterprise work roles b. Housekeeping equipment is maintained c. Team members are allocated housekeeping tasks and supervised d. Housekeeping procedures and practices are planned to conform with environmental and Occupational Health and Safety requirements
5. Implement and monitor procedures for dealing with hazardous events	<ul style="list-style-type: none"> a. Workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken b. Hazardous events are investigated to identify causes c. Control measures are implemented to prevent recurrence and minimise risks of hazardous events or issues are referred to designated personnel for implementation

Range of Variables

IMPLEMENT AND MONITOR OH&S PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. Procedures implemented may impact on <ul style="list-style-type: none"> e.1. customers, members of the public, contractors and staff e.2. number of designated work groups and hazard types e.3. varying degrees of specification in procedures
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures m. Worksafe Australia and local/state/territory authority papers
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Export/Import/Quarantine/Bond requirements h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Water and Road use and license arrangements k. License, Patent or copyright arrangements l. Dangerous goods and air freight regulations m. Confined spaces n. Ergonomics o. Rehabilitation p. Smoke free environment q. Noise

Evidence Guide

IMPLEMENT AND MONITOR OH&S PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. negotiate permission for any changes to work practices and existing policies and procedures
2. Interdependent assessment of units	<p>a. The unit <i>Follow Occupational Health and Safety Procedures</i> is a prerequisite for this unit</p> <p>b. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. application of relevant industrial legislative requirements a.4. interpreting relevant Occupational Health and Safety Legislation, related Workers Compensation and enterprise policies and procedures including <ul style="list-style-type: none"> a.4.1.1. duty of care for those in supervisory positions a.4.1.2. requirement for the maintenance and confidentiality of records of occupational injury and disease and reporting of accidents and potential risks a.4.1.3. regulations and Codes of Practice in relation to hazards in work area a.4.1.4. requirement of the legislation on employers, suppliers and contractors
4. Resource implications	<p>a. Access to workplace policies, legislation and work group or team, access to interpretative advice mechanisms to support decision making</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. negotiating with staff, contractors and others to implement Occupational Health and Safety procedures a.7. monitoring and reporting on hazards and risk management a.8. recommending improvements to work systems to effect safe work <p>b. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> b.1. issue resolution procedures b.2. job procedures and work instructions b.3. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.4. quality assurance procedures (where existing) b.5. security procedures <p>c. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>d. Work shows the significance for the workplace and employees of appropriate practice of Occupational Health and Safety in relation to business effectiveness, employee satisfaction and competitive advantage</p> <p>e. Outcomes reveal fair, consistent and careful co-ordination of Occupational Health and Safety processes</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	3	3	3	3

DESCRIPTION:

The response of employees to incidents which result in accidents, near miss or emergencies in the workplace

ELEMENT	PERFORMANCE CRITERIA
1. Respond to the incident	<ul style="list-style-type: none"> a. Details of the cause(s) effects of the incident are identified and reported b. Assistance requirements for accidents and emergencies are clarified and reported immediately to the appropriate parties c. Requests for assistance made to relevant personnel and emergency services
2. Control and assist at accident or emergency site	<ul style="list-style-type: none"> a. Site is controlled and protected until the arrival of authorised personnel b. Assistance is provided to injured persons, within the limitations of duty of care and enterprise procedures c. Relevant authorities at the site are cooperated with and assisted within enterprise policies
3. Finalise emergency/ accident process and complete records	<ul style="list-style-type: none"> a. Relevant information is exchanged in accordance with State/Territory law and enterprise procedures b. Documentation and reports are completed and processed in accordance with enterprise or regulatory requirements

Range of Variables

APPLY EMERGENCY/ACCIDENT PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures m. Australian Standard AS1885.1 n. IMDG code markings and where applicable emergency information panels
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Export/Import/Quarantine/Bond requirements h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Water and Road use and license arrangements k. License, Patent or copyright arrangements l. Dangerous goods and air freight regulations m. Confined spaces n. Ergonomics o. Rehabilitation p. Smoke free environment q. Noise

Evidence Guide

APPLY EMERGENCY ACCIDENT PROCEDURES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide first aid within requirements of state/territory legislation a.3. identify appropriate action to access the situation and provide assistance a.4. provide customer/client service and work effectively with others a.5. convey information in written and oral form a.6. maintain workplace records a.7. use workplace colloquial and technical language and communication technologies in the workplace context a.8. observe enterprise policies on "admission of liability"
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating and emergency procedures a.3. application of relevant workplace and industrial requirements a.4. identification and correct use of equipment, processes and procedures used within context of the job
4. Resource implications	<ul style="list-style-type: none"> a. Access to simulated or real incident
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Application of knowledge and skills to <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. emergency, fire and accident procedures b.3. the use of personal protective clothing and equipment conforming to industry standards according to the nature of the task b.4. hazard identification b.5. issue resolution procedures b.6. relevant guidelines relating to the safe use of machinery and equipment b.7. quality assurance procedures (where existing) b.8. security procedures b.9. waste, pollution and recycling management processes c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

Unit TDT F8 97B PROVIDE FIRST-AID IN THE WORKPLACE

Field F Occupational Health & Safety

DESCRIPTION:

Knowledge and skills to provide first aid in the workplace in accordance with applicable state/territory regulations

ELEMENT	PERFORMANCE CRITERIA
1. Assess first aid needs	<ul style="list-style-type: none">a. The safety of injured person, bystanders and self in an accident situation is assessed in accordance with first aid proceduresb. The condition of the injured or ill person is assessed in accordance with first aid procedures
2. Respond to first aid needs within limitations of duty of care	<ul style="list-style-type: none">a. Wounds, injuries and minor disorders are correctly managed until medical assistance is available in accordance with first aid proceduresb. Emergency is dealt with effectively in accordance with enterprise proceduresc. One person and two person Cardio Pulmonary Resuscitation (CPR) is performed following safety proceduresd. Correct techniques for moving sick/injured persons are used as appropriate

Range Of Variables

PROVIDE FIRST-AID IN THE WORKPLACE

VARIABLE	SCOPE
1. Workplace context	<ul style="list-style-type: none"> a. This unit covers work of transport and distribution personnel for the delivery of valuables, secured products, documents and materials b. Work performed under general or limited supervision c. Customers may be internal or external d. Operations conducted day or night e. Hazards may include <ul style="list-style-type: none"> e.1. Vehicular and pedestrian traffic e.2. Firearm handling e.3. Persons with felonious intent e.4. Uneven ground, steps, road surfaces e.5. Dust and vapours e.6. Hazardous or dangerous materials e.7. Humidity, air temperature f. Consultative processes may involve <ul style="list-style-type: none"> f.1. Clients f.2. Police f.3. Other employees and supervisors f.4. Management f.5. Occupational Health and Safety specialists f.6. Medical personnel f.7. First aid instruction f.8. Other professional or technical staff
2. Sources of information/documents may include but are not limited to	<ul style="list-style-type: none"> a. Operations manuals b. Induction documentation c. Competency standards and training materials d. Manufacturer's specifications e. HAZCHEM codes and dangerous/hazardous goods f. Enterprise operating procedures and policies g. Supplier and/or client instructions h. Materials safety data sheets i. Communications technology equipment, oral, aural or signed communications j. Work procedures and practices k. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> k.1. Enterprise agreements and awards k.2. Occupational Health & Safety procedures l. Applicable State, Territory, Commonwealth legislation and regulations which relate to <ul style="list-style-type: none"> l.1. Occupational Health & Safety regulations and legislation l.2. Manual Handling l.3. Fire arms acts l.4. Licensing and permits for firearms and security occupations l.5. Dangerous goods l.6. Traffic Acts m. Standards and certification requirements n. Quality assurance procedures o. Emergency procedures
3. Job role specific factors	<ul style="list-style-type: none"> a. Provision of first aid in accordance with enterprise procedures and state/territory regulations

Evidence Guide

PROVIDE FIRST-AID IN THE WORKPLACE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. Communicate effectively in written and verbal modes a.2. Identify vital signs and monitor condition of patient(s) a.3. Apply EAR and CPR a.4. Comfort and support patient(s) a.5. Follow procedures a.6. Work cooperatively as part of a team a.7. Locate, interpret and apply relevant information a.8. Identify and safely handle equipment and goods a.9. Apply hierarchy of control a.10. Use safety precautions appropriate to the task
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Display of the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Implications of Occupational Health & Safety legislation and codes of practice a.2. Appropriate first aid measures a.3. Appropriate identification of symptoms and appropriate first aid treatment a.4. Referrals to appropriate internal personnel or external medical services made when required a.5. Requirements for approved work procedures and relevant equipment a.6. Application of relevant agreements, codes of practice or other legislative requirements a.7. Identification and correct use of equipment, processes and procedures a.8. Planning own work including predicting consequences and identifying improvements a.9. First aid competence
4. Resource implications	<ul style="list-style-type: none"> a. Access to simulated or real incident
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Establishes effective working relationships with colleagues b. Maintains confidentiality of customers, enterprise operations, equipment and materials carried c. Modifies work practices to cater for variations in Workplace contexts and environments d. Work consistently shows evidence of application of relevant enterprise procedures including <ul style="list-style-type: none"> d.1. Hazard policies and procedures including Codes of Practice d.2. Emergency, fire and accident procedures d.3. The use of personal protective clothing and equipment d.4. Industry standards according to the nature of the task d.5. Hazard identification e. Effectively negotiates to resolve issues and problems f. Demonstrates consistency of performance over a period of time and in a range of contexts g. Shows evidence of application of relevant enterprise procedures including <ul style="list-style-type: none"> g.1. Codes of practice, hazard policies and procedures g.2. Issue resolution procedures g.3. Job procedures and work instructions g.4. Guidelines relating to the safe use of equipment g.5. Quality assurance procedures (where existing) g.6. Security procedures g.7. Housekeeping processes g.8. Waste, pollution and recycling management processes h. Action taken promptly – accidents and incidents reported within regulatory requirements and following enterprise procedures i. Work completed systematically without injury to self or others or damage to goods, equipment or products in production
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated work environment

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

UNIT: TDT F11 97A CARE FOR THE ENVIRONMENT

Field F Occupational Health and Safety

DESCRIPTION:
 Basic knowledge and skills to ensure that all required precautions are taken by drivers to protect the environment driving a vehicle in the road transport industry

ELEMENT	PERFORMANCE CRITERIA
1. Minimise the effects of pollution while driving	a. Precautions are taken to ensure spill fuel, lubricants and chemical do not pollute the environment b. Vehicles are driven efficiently to minimise pollution of the air environment through excessive exhaust emissions c. Unnecessary running of the engine is avoided to minimise pollution of the air environment
2. Minimise the effects of pollution while maintaining the vehicle	a. Routine checks are conducted or organised to ensure emission control equipment on vehicle is operating correctly b. Suitable precautions are taken during the cleaning of vehicles not to pollute the environment c. Rubbish is deposited in designated rubbish disposal bins
3. Transport environmentally hazardous materials safely	a. Materials safety data sheets are completed in accordance with government regulations and company requirements b. Waste and effluent is disposed of in accordance with government regulations and government policy c. Routes for vehicles carrying hazardous and noxious loads are planned to minimise the risk to the environment in the event of accident or spillage

Range of Variables

CARE FOR THE ENVIRONMENT

VARIABLE	SCOPE
1. Environment	a. includes all environments, for example, indoor, outdoor, marine, atmospheric
2. Pollutants	a. includes all pollutants, oils, gas, Rubbish, noise, wastes
3. Workplace environment	a. includes all road transport situations, for example a.1. operations conducted at day or night a.2. work conducted in confined spaces, exposed conditions and controlled or open environment a.3. in the warehouse and at the depot a.4. in the vehicle on the road a.5. at the client's workplace a.6. in all weather conditions, day and night
4. Level of Supervision	a. may be limited or minimum supervision
5. OH and S Standards	a. as per company and statutory requirements
6. Regulations/Legislation	a. includes environment protection and waste and effluent disposal regulations
7. Documentation and Reporting Systems	a. as per company requirements
8. Procedures	a. procedures are those for prescribed by the relevant traffic authority and company

Evidence Guide

CARE FOR THE ENVIRONMENT

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of environmental protection requirements and ways in which drivers and other personnel can avoid or minimise pollution to the environment b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit usually is assessed in conjunction with any of the specialised relevant units
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Environment protection regulations a.2. Company policy on environmental procedures a.3. Waste and effluent regulation a.4. Location of rubbish disposal bins a.5. Toxicity of materials typically carried in loads a.6. Emission control checking requirements b. Underpinning skills <ul style="list-style-type: none"> b.1. Recognition of potential pollution risks and ways of minimising them b.2. Route planning b.3. Ability to drive efficiently
4. Resources	<ul style="list-style-type: none"> a. Assessment of this competency will require access to relevant real or simulated working situations
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, by day or night and in varied weather conditions in a real or simulated road transport environment b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

DESCRIPTION:

Basic knowledge and skills to effectively work as a member of a group or team

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to determination of appropriate work roles	a. Work roles of each group member are identified based on information and instructions about objectives, performance requirements and procedures b. Contributions are made to assist in the determination of the appropriate roles and responsibilities for the successful completion of the activity
2. Contribute to the planning of the activity	a. Suggestions and information are provided as appropriate to contribute to the planning of the activity and the associated procedures
3. Work with others	a. Forms of communication appropriate to the activity are used b. Assistance in the completion of the activities is requested where appropriate c. Contributions to the achievement of a required outcome are made d. Work is undertaken in accordance with specified procedures on an individual and shared basis as appropriate e. Problems are discussed and resolved where possible through agreed and accepted processes f. Suggestions for improvements to processes are made and discussed within the team

Range of Variables

WORK EFFECTIVELY WITH OTHERS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Teams may be established for special work purposes or normal work teams d. Consultative processes may involve <ul style="list-style-type: none"> d.1. staff members d.2. management d.3. union representatives d.4. industrial relations, Occupational Health and Safety specialists d.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

WORK EFFECTIVELY WITH OTHERS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.6. follow the designated work plan for the job a.7. operate in a team to complete a work oriented activity a.8. contribute to collective planning, cooperative work and effective outcomes for the activity
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. use of appropriate communication strategies including appropriate body language and conservation a.8. providing support to other team members
4. Resource implications	<p>a. Access to team and team based activity</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Contributes to teamwork planning, including setting objectives, time-lines and evaluating outcomes of the project</p> <p>c. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	1	2	2

DESCRIPTION:
Leading, participating in, facilitating and empowering work teams/groups within the enterprise

ELEMENT	PERFORMANCE CRITERIA
<p>1. Participate in team/group planning</p>	<p>a. Requirements of a team/group task are identified and clarified in conjunction with other team or group members to ensure appropriate interpretation of specifications and in accordance with enterprise requirements</p> <p>b. Task is interpreted and relevant steps are identified in conjunction with other team/group members to ensure efficient conduct of work to meet specifications and enterprise requirements</p> <p>c. Steps are planned in conjunction with the work of other personnel to allow achievement of practical outcomes according to enterprise and/or manufacturer's procedures</p>
<p>2. Manage and develop team/group performance</p>	<p>a. Task activities are assigned to team/group members based on their areas of competence and expertise and their availability</p> <p>b. Team/group members are advised on symptoms and effects of fatigue, drugs and alcohol, safe lifting techniques and other Occupational Health and Safety policies</p> <p>c. Performance measures and requirements are agreed upon between team/group members in accordance with enterprise procedures</p>
<p>3. Participate in and facilitate the work team/group</p>	<p>a. Work activity is organised and carried out with other involved team/group members and personnel using relevant communication processes to ensure safe, unambiguous and appropriate sequencing of tasks</p> <p>b. Individuals and teams/groups are actively encouraged to take individual and joint responsibility</p>
<p>4. Document and review work team/group tasks</p>	<p>a. All necessary documentation related to job planning and progress is completed and recorded in accordance with statutory, manufacturer's and enterprise requirements</p> <p>b. The outcomes of the team's/group's task activities is compared with the planned objectives, task instructions and specifications to ensure all requirements have been met</p>

Range of Variables

LEAD WORK GROUP OR TEAM

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

LEAD WORK TEAM OR GROUP

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. apply leadership skills to the completion of work team projects a.2. apply techniques to encourage appropriate participation of team/group members a.3. identify requirements of tasks and organise planning, job completion and evaluation stages a.4. locate, interpret and apply relevant information a.5. provide customer/client service and work effectively with others a.6. convey information in written and oral form a.7. maintain workplace records a.8. allocate tasks considering work and individual development requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. focus of operation of work systems, equipment, management and site operating systems a.2. enterprise business policies and plans a.3. competencies and development opportunities for individuals in the team/group a.4. application of relevant industrial and legislative requirements a.5. coaching and mentoring approaches a.6. enterprise policies and procedures for accessing staff training and development activities
4. Resource implications	<ul style="list-style-type: none"> a. Operational team or group, projects requiring execution
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Application of knowledge and skills to planning of group or team work including when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. quality assurance procedures (where existing) b.5. security procedures b.6. Action taken promptly-accidents and incidents reported following enterprise procedures c. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others d. Work completed systematically with attention to detail
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

Basic knowledge and skills to deal with internal and external customer inquiries in a work environment

ELEMENT	PERFORMANCE CRITERIA
1. Deal with customer inquiries	<ul style="list-style-type: none"> a. Customer inquiries are dealt with courteously and efficiently both by phone and face-to-face b. Questions are used to clarify the customer's needs or concerns c. Assistance from other staff is sought when a customer's inquiry cannot be fully answered d. Knowledge of products, services and/or operations is used to answer customer queries or to respond to customers' needs e. Customer inquiries and associated action are recorded and reported in accordance with company procedures
2. Ensure customer comfort	<ul style="list-style-type: none"> a. Customers are greeted politely at all times b. Comfort of passengers, where carried, is monitored to ensure a pleasant journey and assistance is provided to them in accordance with regulations and company policy c. Passengers with a disability, where carried, are given special assistance in accordance with regulations and company policy

Range of Variables

APPLY CUSTOMER SERVICE SKILLS

VARIABLE	SCOPE
1. General Context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. Workplace agreements and awards b.2. Occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers' Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements

Evidence Guide

APPLY CUSTOMER SERVICE SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service to internal and external customers a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. respond positively to adverse feedback from customer a.8. assist in resolution of customer problems a.9. identify and suggest improvements to customer service
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. application of customer service policies and procedures
4. Resource implications	<ul style="list-style-type: none"> a. Access to customer service situations (internal or external customers) as appropriate
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Customer service to internal and external customer reflects individual and enterprise customer focus c. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail, with damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
1	2	1	1	1	1	1

UNIT: TDT J1 97A APPLY QUALITY PROCEDURES

Field J Quality

DESCRIPTION:
Basic knowledge and skills to apply quality procedures to workplace tasks

ELEMENT	PERFORMANCE CRITERIA
1. Apply quality concepts	<ul style="list-style-type: none">a. Responsibility is taken for quality of own work when providing services or products to meet external and internal customer needsb. Work is completed in accordance with workplace standards as defined in enterprise policies and proceduresc. Basic quality concepts are applied to work activitiesd. Improvements to work processes are planned, trialed, outcomes are checked for improvement and compliance with workplace requirements and then implementede. Work is completed in accordance with enterprise procedures

Range of Variables

APPLY QUALITY PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under limited or minimum supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Codes of Practice b. Legislation and Regulations c. Award, Enterprise Bargaining Agreement, other industrial arrangements d. Standards and certification requirements e. Quality assurance procedures f. Enterprise policies
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes involving <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Emergency Procedures

Evidence Guide

APPLY QUALITY PROCEDURES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. follow quality assurance procedures a.8. recommend improvements to work systems
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. quality improvement procedures
4. Resource implications	<ul style="list-style-type: none"> a. Access to quality assurance procedures and work function appropriate for the procedures.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Quality assurance procedures identified and followed in all aspects of job function and operations c. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
1	1	2	1	1	1	1

DESCRIPTION:

Basic knowledge and skills to undertake individual and team based quality improvement activities in the workplace

ELEMENT	PERFORMANCE CRITERIA
1. Work within a quality improvement system	a. Follows instructions and performs duties either individually or as a member of a work team within a quality improvement system b. Work is completed either individually or as a member of a work team in accordance with standards as defined in enterprise policies and procedures
2. Use quality improvement systems, tools and techniques	a. Variations in the quality of services and/or products from required standards are detected and reported in accordance with enterprise procedures b. Variations in the quality of services and/or products from required standards are detected and reported in accordance with enterprise procedures c. Quality of service is monitored and adjusted as required to ensure the satisfaction of both internal and external customers d. Quality improvement tools and techniques are used both individually and as part of a work team to systematically improve the quality of work and services

Range of Variables

APPLY QUALITY SYSTEMS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation b.4. AS/NZISO Standards or other Quality Standards. c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

APPLY QUALITY SYSTEMS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. interpersonal communication skills a.8. team skills
4. Resource implications	<p>a. Access to quality assurance procedures and work situations for application of procedures</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. applying quality system procedures <p>b. Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of equipment b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly-accidents and incidents reported in accordance with statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	2	2	2

DESCRIPTION:

Use computers as part of work processes

ELEMENT	PERFORMANCE CRITERIA
1. Identify computer system and software application for work role	a. Computer equipment input system and software are identified b. Applications for warehouse activities of the different computerised equipment and related software are explained c. Equipment is set up for work requirements in accordance with enterprise procedures and manufacturer's guidelines
2. Input, store and retrieve data	a. Data is entered using appropriate signal equipment, keyboard/mouse or other system b. Data is manipulated to suit work requirements and checked for accuracy c. Data is filed and retrieved following enterprise policies
3. Implement workplace procedures for management and security of data	a. Security procedures are followed as required b. Information systems are managed within enterprise procedures and manufacturer's guidelines.

Range of Variables

USE INFO-TECHNOLOGY DEVICES IN THE WORKPLACE

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. Equipment may be used for stock management, information storage, invoicing, payments, manifests or work organisation.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests c. Manufacturer's specifications d. Enterprise operating procedures e. Supplier and/or client instructions f. Materials safety data sheets g. Codes of Practice h. Regulations i. Award, Enterprise Bargaining Agreement other agreed industrial arrangements j. Standards and certification requirements k. Quality assurance procedures l. Phone, fax, e-mail, Internet, radio, oral, aural or signed communications m. Bar codes n. Radio Frequency Devices
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes involving <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Emergency Procedures

Evidence Guide

USE INFO- TECHNOLOGY DEVICES IN THE WORKPLACE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form, in forms appropriate for work group members and management a.5. maintain workplace records a.6. promote and monitor continuous improvement processes a.7. encourage participation of others in planning and monitoring activities a.8. identify problems and opportunities a.9. develop employees to achieve required business objectives a.10. Use computerised equipment to input, access and extracting information relevant to work activities
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. equipment use procedures for fault identification and rectification
4. Resource implications	<ul style="list-style-type: none"> a. Access to computerised equipment and work requiring computer operations
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Equipment is maintained and handled to workplace requirements. Work is conducted effectively using appropriate sequences and procedures c. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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	2

DESCRIPTION:

This unit covers the skills required to promote operational effectiveness in a group or team.

ELEMENT	PERFORMANCE CRITERIA
4. Contribute positively to the work team environment	<ul style="list-style-type: none"> d. Organisation objectives are identified, interpreted and positively promoted to associated personnel and/or work-team members. e. Communications with associated personnel and/or work team members are effectively established. f. Disputes are resolved through effective negotiation with the relevant individuals or groups. g. Quality assurance measures are maintained, systems improvement suggestions are encouraged, and proposals submitted to relevant authorities.
5. Observe and promote work safety procedures	<ul style="list-style-type: none"> f. Relevant statutory and organisation requirements for Occupational Health and Safety are communicated to all personnel and implemented at all worksites. g. Accidents and injuries are reported and investigated in accordance with organisation policy. h. Potential hazards and safety risks are identified, investigated and recommendations for preventative action referred to appropriate authorities. i. Training in programs of Occupational Health and Safety and First Aid are implemented.
6. Maintain and promote well being of team	<ul style="list-style-type: none"> c. Prescribed medical and physical fitness criteria are promoted and maintained within the work environment. d. Situations threatening safety arising from physical/psychological incompatibility with the work environment are identified and resolved.
7. Participate in competency development	<ul style="list-style-type: none"> a. Competencies required for work are identified, attained and maintained. b. Personal development and other competency development programs are accessed and undertaken. c. Competency deficiencies in personnel are identified and remedial action initiated including counselling is provided where necessary. d. Workplace trainer and assessor requirements are identified and satisfied.

Range Of Variables

PROMOTE EFFECTIVE WORKPLACE PRACTICE

VARIABLE	SCOPE
1. General context	<p>d. Work is likely to be carried out without supervision with general guidance on progress and outcomes sought.</p> <p>e. All work is performed in accordance with relevant organisation safeworking practices/procedures and environmental requirements, manufacturers specifications, codes of practice, statutory requirements, Australian Standards and Occupational Health and Safety standards.</p>
10. Worksite environment may include	<p>h. The work of others may be supervised or teams guided or facilitated.</p> <p>i. Work environment may in a depot, a worksite, a store as an individual, team leader or co-ordinator.</p> <p>j. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles</p> <p>f. Equipment may include:</p> <ul style="list-style-type: none"> f.1. customer information f.2. organisation procedures f.3. quality assurance policy f.4. relevant OHS guidelines f.5. relevant competency guidelines
11. Sources of information/documents may include	<p>a. Operational effectiveness information may be obtained from:</p> <ul style="list-style-type: none"> a.1. organisational objectives a.2. customer enquiries, responses and records a.3. quality assurance measures a.4. training materials a.5. competency guidelines
12. Workplace context may include	<p>j. Work organisation procedures and practices regarding operational effectiveness.</p> <p>k. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> k.1. Workplace Agreements and Awards k.2. State, Federal or Territory Legislation <p>l. Communication and liaison may include that with customers, other authorities, contractors, land-owners and other within the rail freight and public passenger transport industry.</p>
13. Applicable State/Territory/Commonwealth regulations and legislation may include	<p>g. Occupational Health & Safety legislation</p> <p>h. Equal Employment Opportunity</p> <p>i. Industrial Relations legislation</p>

Evidence Guide

PROMOTE EFFECTIVE WORKPLACE PRACTICE

13. Critical aspects of evidence to be considered	<p>c. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> c.1. communicate effectively with team members c.2. negotiate effectively with individuals or groups c.3. maintain and promote the well being of the team c.4. select and appropriately use protective clothing c.5. locate, interpret and apply relevant information c.6. work effectively with others c.7. maintain workplace records c.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context c.9. follow the designated work plan for the job
14. Interdependent assessment of units	d. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
15. Required knowledge and skills	<p>c. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> c.1. organisation corporate plans, goals and objectives and industrial relations c.2. communication and negotiation techniques and the benefits, advantages and disadvantages associated with them c.3. group work practices and group dynamics c.4. corporate customer service objectives c.5. organisation procedures related to recording of customer enquiries and actions c.6. dispute settlement processes c.7. organisation occupational health and safety and physical fitness requirements and related first-aid policies c.8. competencies and skills required for workplace career path levels c.9. communicate effectively with customers, associated personnel and all work team members c.10. read, interpret and apply organisation publications, technical instructions and directions c.11. plan and organise work activities c.12. interpret statistics related to workloads and quality assurance measures c.13. lead and co-ordinate the activities of multi-disciplinary work teams or specialist work groups c.14. co-ordinate the promotion of safe work practices, competency enhancement and work practice improvements throughout the work groups c.15. work at heights or in confined spaces as required by the job c.16. settle disputes through face to face and group-based negotiation c.17. maintain the required level of physical fitness in team members c.18. administer first aid treatment including rescue and resuscitation techniques c.19. counsel personnel on work related issues c.20. principles and application of time management
16. Resource implications	c. Access to organisation objectives, customer records and information, quality assurance measures, OHS requirements, competency guidelines.
17. Consistency in performance	<p>p. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> p.1. describing consequences p.2. completing tasks p.3. identifying improvements p.4. applying safety precautions relevant to the task p.5. assessing operational capability of equipment used and work processes selected <p>q. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> q.1. job procedures and work instructions q.2. quality procedures (where existing) q.3. security procedures q.4. following enterprise housekeeping processes <p>r. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>s. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>t. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
18. Context for assessment	Assessment may occur on the job or in a simulated workplace

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	1	2	1

DESCRIPTION:

This unit covers planning and documenting identified work requirements and assigning personnel within roster cycles.

ELEMENT	PERFORMANCE CRITERIA
1. Identify operating requirements	<ul style="list-style-type: none"> a. Transport timetables and running times for each line or service are identified and kept updated within roster operations. b. Transport running times are identified for each line or service to ensure all crewing requirements are planned c. Set working or work tasks to be performed are identified for each transport service. d. Contingency plans covering operational problems are identified and impact on crewing needs analysed.
2. Identify tasks and responsibilities and work requirements	<ul style="list-style-type: none"> a. Support activities, where required to facilitate transport arrival and activities, are identified to ensure all crewing requirements are planned. b. Set workings or required work tasks in support activities are identified.
3. Establish work rosters	<ul style="list-style-type: none"> a. Rosters are developed to cover all work requirements with regard to relevant industrial/organisational conditions, absenteeism levels and planned leave. b. Rosters are arranged to allow sufficient flexibility to allow contingency plans to be implemented. c. Rosters are circulated in accordance with organisational policies and procedures for review by affected personnel. d. Relevant OH&S requirements are identified and addressed in the rosters developed. e. Relevant safeworking systems and requirements are identified and addressed in the rosters developed.
4. Finalise work rosters	<ul style="list-style-type: none"> a. Feedback from personnel associated with rosters is addressed and acceptable modifications agreed. b. Final rosters are documented and distributed to ensure work requirements are accurately communicated.

Range Of Variables

DEVELOP ROSTERS

VARIABLE	SCOPE
1. context	a. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	<p>a. Work rosters cover:</p> <ul style="list-style-type: none"> a.1. long distance passenger services a.2. urban passenger services a.3. long distance freight services a.4. short distance freight services a.5. maintenance vehicle operations <p>B. STAFF COVERED BY WORK ROSTERS MAY INCLUDE</p> <ul style="list-style-type: none"> b.1. driving and driving support crews b.2. shunting and marshalling crews b.3. terminal personnel b.4. freight handling personnel b.5. station personnel b.6. interchange personnel b.7. transit officers b.8. security officers b.9. revenue collection officers b.10. passenger assist/customer service personnel b.11. yard support personnel b.12. crew transport personnel b.13. transport control centre personnel b.14. traffic officers <p>C. WORK OUTCOMES OR SET WORKINGS MAY APPLY TO</p> <ul style="list-style-type: none"> c.1. transport crews c.2. personnel required for support activities c.3. transport control personnel c.4. transport planning personnel <p>d. Changes to planned services may include</p> <ul style="list-style-type: none"> d.1. changes in demand d.2. response to emergencies d.3. real time issues may include d.4. absenteeism d.5. additional support services due to injury d.6. emergencies <p>e. Support activities may include</p> <ul style="list-style-type: none"> e.1. shunting and marshalling e.2. freight loading and unloading e.3. luggage loading and unloading e.4. vehicle loading and unloading e.5. station support activities e.6. interchange support activities e.7. crew transport e.8. training personnel e.9. revenue processing e.10. operations control <p>f. Contingency plans may include</p> <ul style="list-style-type: none"> f.1. non availability of rollingstock f.2. additional services f.3. non availability of personnel f.4. non availability of material handling equipment f.5. non availability of freight handling equipment f.6. late arrival or cancellation of services
3. Sources of information/documents may include	a. Documentation may include
	<ul style="list-style-type: none"> a.1. transport graphs a.2. computers a.3. office machines a.4. hard copy documentation a.5. safe working forms a.6. dangerous goods manifest
4. Workplace context may include	<p>a. Work organisation procedures and practices</p> <p>b. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<p>a. Applicable procedures and codes may include</p> <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. Organisational policies and procedures related to staffing and passenger and freight train movements a.3. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods a.4. Safeworking procedures and regulations

Evidence Guide

DEVELOP ROSTERS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Apply organisation's safeworking and OH&S procedures and regulations a.2 Interpret organisation's industrial awards/agreements as they relate to rosters a.3 Interpret and communicate operational information a.4 Establish work rosters a.5 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> b. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons developing rosters in Australian rail systems
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Allocating of suitably qualified personnel to tasks b. Analytical problem solving related to rostering c. Communication skills d. Contingency planning e. Documentation requirements f. Embarkation and disembarkation requirements g. Equipment capacities and limitations h. Interpreting organisation's industrial awards and/or agreements i. Relevant standards and codes of practice for manual handling j. Interpreting set workings and combined set workings k. Interpreting transport timetables and service details l. Logistical planning m. Negotiating with affected personnel n. OH&S legislation, codes of practice, policies and procedures o. Organisational policies and procedures as they relate to rostering p. Passenger service needs q. Personnel capabilities r. Requirements for absentee coverage s. Safeworking systems and requirements t. Station, interchange and terminal operations, u. Support activities v. Transport services offered by the organisation
4. Resource implications	<ul style="list-style-type: none"> a. Access to roster development activities in real or appropriately simulated environments
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment

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	2

DESCRIPTION:

This unit covers adjusting rosters in real time to accommodate all forms of alterations contingent with customer requirements, availability of personnel and timetable adjustments to achieve efficient transport services.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify changes to timetables, planned activities and support activities</p>	<p>a. Changes to transport timetables are identified and their affect on operation and support areas are assessed.</p> <p>b. New work requirements or revised set workings are identified and communicated to appropriate personnel.</p> <p>c. Difficulties relating to new work requirements are resolved with central roster operations and the appropriate work areas.</p> <p>d. Difficulties in achieving changes to work outcomes are resolved with those initiating change within organisational policies and procedures.</p>
<p>2. Confirm changes to planned activities</p>	<p>a. Changes to planned services are identified and confirmed and impact on support activities is assessed.</p> <p>b. Support activities required to achieve amended service are assessed and necessary resources are identified and allocated.</p> <p>c. Revised work outcomes or set workings are conveyed to relevant support work area(s) for implementation.</p>
<p>3. Confirm personnel availability</p>	<p>a. Amended rosters and work requirements are confirmed and distributed to appropriate work areas.</p> <p>b. Personnel on amended rosters who are required to achieve new work outcomes are notified of changes.</p> <p>c. Difficulties associated with compliance with amended roster(s) or work outcomes are resolved within the work area to the satisfaction of all involved within organisational policies and procedures.</p> <p>d. Agreed work area changes to rostered work or amended work outcomes are communicated to central roster operations and the appropriate personnel records area.</p>
<p>4. Re-allocate personnel and amend rosters</p>	<p>a. Agreed changes to rosters are confirmed with appropriate personnel.</p> <p>b. Appropriate arrangements are made for the implementation of amended rosters.</p> <p>c. Personnel are re-allocated to achieve agreed work outcomes or amended set workings.</p> <p>d. Final amendments to rosters are made to achieve agreed work outcomes or set workings.</p> <p>e. Appropriate documents are updated to reflect changes made and ensure their recognition.</p>

Range Of Variables

APPLY AND AMEND ROSTERS

VARIABLE	SCOPE
1. General context	a. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	<p>A. STAFF COVERED BY WORK ROSTERS MAY INCLUDE</p> <ul style="list-style-type: none"> a.1. driving and driving support crews a.2. shunting and marshalling crews a.3. terminal personnel a.4. freight handling personnel a.5. station personnel a.6. interchange personnel a.7. transit officers a.8. security officers a.9. revenue collection officers a.10. passenger assist/customer service personnel a.11. yard support personnel a.12. crew transport personnel a.13. transport control centre personnel a.14. traffic officers <p>B. WORK OUTCOMES OR SET WORKINGS MAY APPLY TO</p> <ul style="list-style-type: none"> b.1. transport crews b.2. personnel required for support activities b.3. transport control personnel b.4. transport planning personnel <ul style="list-style-type: none"> c. Changes to planned services may include <ul style="list-style-type: none"> c.1. changes in demand c.2. response to emergencies d. Real time issues may include <ul style="list-style-type: none"> d.1. absenteeism d.2. additional support services due to injury d.3. emergencies
3. Sources of information/documents may include	<p>a. Documentation may include</p> <ul style="list-style-type: none"> a.1. work rosters a.2. transport graphs a.3. computer files a.4. hard copy documentation a.5. safe working forms a.6. dangerous goods manifest
4. Workplace context may include	<p>a. Work organisation procedures and practices</p> <p>b. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>a. Applicable procedures and codes may include</p> <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. Organisational policies and procedures related to staffing and passenger and freight train movements a.3. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods a.4. Safeworking procedures and regulations

Evidence Guide

APPLY AND AMEND ROSTERS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Apply organisation's safeworking and OH&S procedures and regulations a.2 Interpret organisation's industrial awards/agreements as they relate to rosters a.3 Interpret and communicate operational information a.4 Amend rosters a.5 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out rostering activities in Australian rail systems
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Allocating of suitably qualified personnel to tasks b. Analytical problem solving related to rostering c. Communication skills d. Contingency planning e. Documentation requirements f. Embarkation and disembarkation requirements g. Equipment capacities and limitations h. Interpreting organisation's industrial awards and/or agreements i. Relevant standards and codes of practice for manual handling j. Interpreting set workings and combined set workings k. Interpreting transport timetables and service details l. Logistical planning m. Negotiating with affected personnel n. OH&S legislation, codes of practice, policies and procedures o. Organisational policies and procedures as they relate to rostering p. Passenger service needs q. Personnel capabilities r. Requirements for absentee coverage s. Safeworking systems and requirements t. Station, interchange and terminal operations, u. Support activities v. Transport services offered by the organisation
4. Resource implications	<ul style="list-style-type: none"> a. Access to rostering activities in real or appropriately simulated environments
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment

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	3	2

DESCRIPTION:

The application of workplace policies and procedures to the planning of and conduct of work and self management within a workplace environment

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify major zones of the workplace, in terms of functions, organisational structures & occupation</p>	<p>a. Layout of the workplace, the flow of goods and the work activities conducted in each zone are identified</p> <p>b. Organisational structure of the workplace and the relationship of structure to each occupation and classification grouping is outlined</p> <p>c. The types of storage facilities in the workplace, their purpose and (any) risk factors attached to them is identified</p> <p>d. Equipment and technology used in the workplace is outlined in terms of function and physical characteristics</p> <p>e. Individual responsibilities under industrial agreements are identified and acted on in the conduct of assigned duties</p>
<p>2. Organise and accept responsibility for own workload</p>	<p>a. Priorities and deadlines are established in consultation with others (as appropriate) and recorded</p> <p>b. Work activities are planned and progress of work is communicated to others whose personal work plans and timelines may be affected</p> <p>c. Work is completed to the standard expected in the workplace and in accordance with any guidelines, directions or instructions</p> <p>d. Variations and difficulties affecting work requirements are identified through regular reviews and action is taken to report these issues to supervisory staff</p> <p>e. Additional support to improve work is communicated clearly to appropriate personnel</p>
<p>3. Apply ethical practices</p>	<p>a. Workplace procedures, regulations and legislation appropriate to the position are identified and followed</p> <p>b. Commitments and undertakings to clients, colleagues and supervisors are met</p> <p>c. Required confidentiality is maintained</p> <p>d. Appropriate codes of acceptable and ethical work practices are applied</p> <p>e. Workplace security policies are identified including the relationship to personal job role</p>
<p>4. Receive and act constructively on personal feedback</p>	<p>a. Suggestions on ways to improve work are sought regularly from appropriate personnel</p> <p>b. Feedback is acted upon as required to improve work performance</p>
<p>5. Participate in identifying and meeting own learning needs</p>	<p>a. Operations of the workplace, workplace equipment and focus of endeavour identified</p> <p>b. Organisational structure, career paths and training opportunities appropriate to the enterprise are identified</p> <p>c. Steps are taken, in consultation with appropriate personnel, to identify own learning needs through assessment and planning for future work requirements</p> <p>d. Appropriate opportunities to learn and develop required competencies are undertaken including establishing networks and working relationships with others</p>
<p>6. Plan and organise a personal daily routine</p>	<p>a. Daily routine is planned to take into account rosters, industrial agreements and workplace procedures</p> <p>b. Clarification of requirements of tasks is sought when appropriate</p> <p>c. Achievable time and other performance measures are agreed</p> <p>d. Tasks are completed with variations to plan identified and reported</p>

Range of Variables

COMPLETE INDUCTION PROCEDURES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work may be conducted in enclosed spaces, exposed conditions and controlled or open environment. c. Exposure may be to chemicals, and other harmful substances, movements of equipment, goods, vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests c. Manufacturer's specifications d. Enterprise operating procedures e. Supplier and/or client instructions f. Materials safety data sheets g. Codes of Practice h. Regulations i. Award, Enterprise Bargaining Agreement other agreed industrial arrangements j. Standards and certification requirements k. Quality assurance procedures l. Phone, fax, e-mail, Internet, radio, oral, aural or signed communications m. Workplace communications n. Unions and industry newsletters o. Training materials
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, OH&S specialist c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Export/Import/Quarantine/Bond requirements.

Evidence Guide

COMPLETE INDUCTION PROCEDURES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. use workplace colloquial and technical language and communication technologies in the workplace context a.6. explain the purpose and requirements of the customers' needs and the impact of that relationship to industry, enterprise structure, business systems, environment, legal and government requirements. a.7. describe enterprise operating principles and requirements for workplace documentation a.8. identify workplace structure and roles and responsibilities of the individuals authority systems and contacts a.9. follow workplace procedures and ethical requirements relevant to the position a.10. describe employee and employer obligations under award, employment contract, occupational health and other legislation in relation to engagement, working times and conditions, dismissal and discipline a.11. identify enterprise products and services
<p>2. Interdependent assessment of units</p>	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
<p>3. Required knowledge and skills</p>	<p>a. Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. relationships and requirements of work and operating systems in respect of related systems a.4. potential career paths and opportunities for training and advancement a.5. impact of trends in employment and business in general on the individual and the enterprise a.6. sources of information on laws impacting the industry and economic and social trends which will impact on the enterprise and individual a.7. work flow within the enterprise and within the scope of the individuals position
<p>4. Resource implications</p>	<p>a. Access to workplace structures and policies</p>
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Opportunities for learning on and off the job taken and used advantageously c. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail without damage to goods, equipment or personnel
<p>6. Context for assessment</p>	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
1	2	3	2	1	1	1

DESCRIPTION:

Employees engaged in inducting employees to the workplace

ELEMENT	PERFORMANCE CRITERIA
1. Outline the relationship between employee and the company	a. Employee is greeted and introduced to key personnel and areas in the workplace b. Enterprise objectives, operating systems and organisational structures are explained c. The relationship between the employees position and the organisational structure and objectives is identified d. Required Occupational Health and Safety, workplace procedures and employment conditions are described e. Sources of information and assistance for the employee are identified
2. Establish requirements of position	a. Job role b. Responsibilities and reporting relationships explained c. Immediate work colleagues introduced d. Workplace facilities and lay-out are shown to the employee e. Initial training in relevant Occupational Health and Safety, equipment and work systems provided f. Opportunities for the employee to clarify concerns and ask questions encouraged g. Training opportunities for the development of the individuals job role h. Expectations are clarified
3. Complete relevant workplace documentation	a. Enterprise personnel records are completed b. Tax declaration and other relevant documentation checked for compliance with requirements c. Employee requested for any additional information and notes taken of any required additional actions d. Company specific workplace documentation (if applicable) is submitted to appropriate personnel e. Requirements of territory/state/federal legislation on equal employment opportunity, sexual harassment and anti-discrimination is explained

Range of Variables

CONDUCT INDUCTION PROCESS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work may be performed under some supervision, generally within a team/group environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in warehousing, storage and distribution
2. Worksite environment may include :	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include:	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests c. Picking slips, merchandise transfers, stock requisitions and bar codes d. Manufacturer's specifications e. Company operating procedures and policies f. Supplier and/or client instructions g. Materials safety data sheets h. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications i. Codes of Practice j. Legislation and Regulations k. Award, Enterprise Bargaining Agreement, other industrial arrangements l. Standards and certification requirements m. Quality assurance procedures
4. Workplace context may include:	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Emergency Procedures

Evidence Guide

COMPLETE INDUCTION PROCESS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. focus of operation of work systems, equipment, management and site operating systems a.2. application of relevant industrial and legislative requirements a.3. requirements for the employee's new position and working relationships
4. Resource implications	<ul style="list-style-type: none"> a. Employee(s) for induction
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Application of knowledge and skills to: b. establishing plans c. describing consequences d. completing tasks e. identifying improvements f. applying safety precautions relevant to the task g. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> g.1. hazard policies and procedures including Codes of Practice: g.2. emergency, fire and accident procedures g.3. the use of personal protective clothing and equipment conforming to industry standards according to the nature of the task g.4. hazard identification g.5. issue resolution procedures g.6. job procedures and work instructions g.7. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items g.8. quality assurance procedures (where existing) g.9. security procedures g.10. following recognised housekeeping processes g.11. waste, pollution and recycling management processes h. Action taken promptly-accidents and incidents reported following enterprise procedures i. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others j. Work completed systematically with attention to detail and without damage of goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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	3	1	2	2

DESCRIPTION:

Skills and knowledge required to plan for the training of individuals or small groups when structured training is not a major part of the employee's job role

ELEMENT	PERFORMANCE CRITERIA
3. Confirm the need for training	<ul style="list-style-type: none"> a. The specific training need is identified or advised by appropriate personnel b. The specific training need is confirmed with appropriate personnel c. The training objectives reflect the specific training need
4. Plan and document training session	<ul style="list-style-type: none"> a. Training outcomes are clearly stated b. Steps in the training session follow a logical sequence <ul style="list-style-type: none"> b.1. the training outcomes b.2. employee characteristics b.3. availability of equipment and resources c. Plans for skills practice by employees are made d. Tools, equipment and other resources required are identified e. Provision for monitoring employees progress is made f. Evidence required for assessment and how it will be collected is stated
5. Arrange location and resources	<ul style="list-style-type: none"> a. Resources required for training are identified and approved by appropriate personnel b. Suitable locations for the training are arranged c. The equipment, tools and other resources required are available when needed d. Arrangements are made with any people who are required to help in the training session or in the follow-up to the training session e. The training environment is arranged to simulate work tasks
6. Notify employees	<ul style="list-style-type: none"> a. Employees are notified of the purpose, like outcomes, time and place of the training session b. Employees' supervisor(s) are notified of the time and place of the training and of any other requirements for the training session

PREPARE FOR TRAINING (CATEGORY 1)

VARIABLE	SCOPE
4. GENERAL CONTEXT	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, good, vehicles
5. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
6. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. state, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. Management c.3. Union representatives c.4. Industrial relations, Occupational Health and Safety specialists c.5. Other professional or technical staff
7. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

PREPARE FOR TRAINING (CATEGORY 1)

19. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. support learning of self and others a.3. work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. explain requirements for the training and provide individualised help to promote learning a.7. explain to others the need for training, the outline of the training session and intended outcomes of the training a.8. select training method and locations a.9. recognises individual differences in employees undertaking training and adjust training strategy to suit a.10. plan (in writing) training session
20. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Deliver Training</i>
21. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. competency in the units being taught a.2. familiarity with the workplace application of the related units of competency for this training and any pre-requisite units a.3. communication skills appropriate for the explanation and oral questioning of employees undertaking training a.4. application of relevant industrial requirements
22. Resource implications	<ul style="list-style-type: none"> a. Access to appropriate units of competency, facilities and potential target audience
23. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. identifying improvements a.3. organising training site and any equipment requirements a.4. providing feedback to employee undertaking training and relevant supervisory personnel b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. job procedures and work instructions b.3. quality assurance procedures (where existing) b.4. security procedures c. Action taken promptly – accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
24. Context for assessment	<ul style="list-style-type: none"> b. Assessment may occur on the job or in a simulated workplace

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	2	2

DESCRIPTION:

Deliver training on an individual basis or to small groups when structured training is not a major part of the employee's job role

ELEMENT	PERFORMANCE CRITERIA
1. Prepare employees	<ul style="list-style-type: none"> a. The objectives of the training session are explained and discussed with the employees b. The sequence of activities to be followed in the training session is explained to employees c. Employees are made aware of the work application of the skill or job being taught d. Any barriers to the performance of the required competencies being taught are identified and discussed with employees e. The assessment process, reasons and desired outcomes are explained to employees
2. Instruct employees	<ul style="list-style-type: none"> a. A systematic approach is taken to instruction, taking into account <ul style="list-style-type: none"> a.1. explanation a.2. demonstration a.3. review a.4. employee responses a.5. employee demonstration a.6. feedback b. Instruction process is revised and modified as necessary to meet the employee's learning needs c. Employees are encouraged by positive comments from the trainer d. Feedback during instruction is designed to help employees learn from their mistakes e. Employees are encouraged and guided to evaluate their own performance and diagnose it for improvement
3. Provide opportunities for practice	<ul style="list-style-type: none"> a. Practice opportunities are provided according to the specific learning situation and the training objectives b. Constructive feedback and reinforcement are provided during practice c. Employees' readiness for assessment is monitored
4. Confirm employee has reached required standard of performance	<ul style="list-style-type: none"> a. Evidence of satisfactory performance by the employee is collected in accordance with the training session plan b. The employee is advised when they have reached the required standard of performance c. Other appropriate personnel are advised that the employee has reached the required standard of performance

Range of Variables

DELIVER TRAINING (CATEGORY 1)

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Training may be for single employees or small groups b. Training delivery may be on the job or in a simulated setting c. Work is performed under some supervision, generally within a team environment d. Customers may be internal or external e. Enterprises may comprise large, medium or small worksites f. Work may be undertaken in various work environments g. Training may be involved with Work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles h. Operations conducted by day or night
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures.
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff c.6. registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

Evidence Guide

DELIVER TRAINING (CATEGORY 1)

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. support learning of self and others a.3. work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. follow the (written) plan to conduct the training making appropriate adjustments for context and participant(s) a.7. provide practical demonstrations as part of the explanation process a.8. reinforce consistent application by participants of desirable attributes a.9. encourage practice and feedback from participants a.10. assist participants to access required information and use it to inform learning
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Prepare for Training</i>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. competency in the units being taught a.2. familiarity with the workplace application of the related units of competency for this training and any pre-requisite units a.3. communication skills appropriate for the explanation and oral questioning of employees undertaking training a.4. application of relevant industrial requirements a.5. range of delivery strategies a.6. questioning techniques a.7. contingency management a.8. coaching and mentoring approaches
4. Resource implications	<ul style="list-style-type: none"> a. Access to plans for training, appropriate facilities and employees wishing to take part in training
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. establishing plans a.2. identifying improvements a.3. organising training site and any equipment requirements a.4. providing feedback to employee undertaking training and relevant supervisory personnel b. Actively provides feedback to participants with encouragement, hints for improvement and direction where this is required. Adjusts presentation to suit audience and context
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

Field M

Training

DESCRIPTION:

Knowledge and skills required to review, record and evaluate an individual's training and to support colleagues in developing strategies to meet learning needs

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate training session	<ul style="list-style-type: none"> a. Employees are asked to assess personal ability to apply the required competencies as a result of the training session(s) and discuss possible improvements b. Employees' reaction to the training session is sought c. Own performance is reviewed against session objectives and in response to employees' comments d. Review comments are summarised e. The results of the evaluation are used to guide future training effort
2. Record training	<ul style="list-style-type: none"> a. The details of the employees who have completed the training are accurately recorded according to the organisation's requirements b. Other records as required by legislation or agreement are kept c. Records are released to authorised personnel only d. Records are securely stored
3. Provide information on training	<ul style="list-style-type: none"> a. Information on training proposed, in hand or completed is readily available to management b. Information on appropriate, available training is provided to employees on request

Range of Variables

REVIEW TRAINING (CATEGORY 1)

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Training may be for single employees or small groups b. Training delivery may be on the job or in a simulated setting c. Work is performed under some supervision, generally within a team environment d. Customers may be internal or external e. Enterprises may comprise large, medium or small worksites f. Work may be undertaken in various work environments g. Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles h. Operations conducted by day or night
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff c.6. registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

REVIEW TRAINING (CATEGORY 1)

1. Critical Aspects of Evidence	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. support learning of self and others a.3. work effectively with others a.4. convey information in written and oral form a.5. actively encourage participants to offer suggestions for improvements to training a.6. complete accurate records of training conducted, participant involvement, competencies addressed and participant achievement in relation to demonstration of required competencies
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Deliver Training</i>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. familiarity with the workplace application of the units of competency is required for this training and any pre-requisite units a.2. communication skills appropriate for gathering evidence regarding the usefulness of training a.3. application of relevant industrial requirements a.4. application of enterprise and provider policies, equal opportunity and equal employer opportunity legislation and processes a.5. maintenance of confidentiality of records a.6. ethical handling of performance issues
4. Resource implications	<ul style="list-style-type: none"> a. Access to records system for training, information, and participants from training sessions, relevant trainers and supervisory staff (where appropriate)
5. Consistency in Performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. Identifying review strategies a.2. Conducting discussions with training participants a.3. Recording outcomes of training a.4. Making recommendations for improvement a.5. Completing workplace documentation b. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. job procedures and work instructions b.3. quality assurance procedures (where existing) b.4. security procedures c. Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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	3	3

Field M

Training

DESCRIPTION:

Prepare to deliver training and have responsibility for facilitating the training of groups to achieve pre-determined outcomes

ELEMENT	PERFORMANCE CRITERIA
1. Confirm the needs for training	<ul style="list-style-type: none"> a. Information on training needs is collected using appropriate investigation methods b. Appropriate methods of analysis are used to interpret the information c. Conclusions about the need for training are verified with appropriate personnel
2. Define training requirements	<ul style="list-style-type: none"> a. Competencies that relate to specific jobs, roles or functions are identified b. Applicable endorsed competency standards are obtained and used c. Competencies held by individuals are correctly compared with competencies required for the job, role or function d. Training outcomes are identified in consultation with relevant parties e. Barriers to learning are identified
3. Develop training programs	<ul style="list-style-type: none"> a. The outcomes of training will meet the performance and underpinning knowledge requirements for the relevant unit(s) b. Sequence and timing of the learning activities are recorded c. Strategies are adopted to make training accessible and effective for all employees d. Strategies to overcome barriers to learning are developed e. Training methods are identified which are appropriate for <ul style="list-style-type: none"> e.1. the training outcomes e.2. employee characteristics e.3. availability of equipment and resources f. Training is designed and developed so that, at appropriate stages, learning will be confirmed and feedback provided to employees g. Opportunity is provided for employees to relate learning to their work situation h. Employees are given the opportunity to manage their own learning i. Learning materials are identified j. Evidence required for assessment and how it will be collected is stated k. Training costs are identified and confirmed with appropriate personnel
4. Prepare learning materials	<ul style="list-style-type: none"> a. Outcomes of the training including relevant unit ,or units, of competency are listed b. Design decisions are taken to overcome barriers to learning c. Subject matter required to achieve the competencies is specified d. Formats for the material are selected which enhance the learning capability of employees e. Text appropriate in terms of language, style and level, is used f. Clear, accurate visual materials conforming to display conventions are used g. Instructions for use of required equipment are provided h. Copyright laws are observed
5. Manage training events	<ul style="list-style-type: none"> a. Resources required for training are identified, and approved by appropriate personnel b. A training location is identified and arranged to support the learning opportunities specified c. The required equipment, tools and other resources are identified and arranged to support the learning opportunities specified d. Arrangements are made with any people who are required to help in the training program e. The training environment arranged is safe and accessible
6. Establish training data bank	<ul style="list-style-type: none"> a. A list of internal training resource people is maintained b. External people from whom information on training can be obtained are identified and recorded c. Training materials and information on training and assessment are held in an accessible form d. An up to date register of likely external courses and providers is maintained

Range of Variables

PREPARE FOR TRAINING (CATEGORY 2)

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Training is for facilitating group learning b. Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts c. Training may involve single site or multi site operations d. Outcomes of training and assessment impact on organisational effectiveness e. Work is performed under some supervision, generally within a team environment f. Customers may be internal or external g. Enterprises may comprise large, medium or small worksites h. Work may be undertaken in various work environments i. Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles j. Operations conducted by day or night
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff c.6. registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

PREPARE FOR TRAINING (CATEGORY 2)

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. Analyse training needs of individuals and particular target groups a.2. Match training needs to endorsed units of competency a.3. Devise training system to implement required competencies within the workplace context a.4. Identify support mechanisms for employees requiring language or other particular training support a.5. Plan for use of a range of delivery methods and approaches to allow for trainer/participant choice to meet needs of particular training contexts and special needs a.6. Select suitable learning resources and customise them for the delivery setting a.7. Design and produce resources to meet identified gaps a.8. Access appropriate training venues and areas and arrange appropriately for the required training outcomes
2. Interdependent Assessment	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise a.2. Relationships of units of competency and enterprise industrial agreements and skill based classification systems a.3. Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements a.4. Design and copyright considerations for learning resources a.5. Sources of assistance for participants requiring language or other particular training support a.6. Adapt learning resources including modules and learner guides to suit target audience and delivery context a.7. Requirements for compliance with copyright law for resources used in training
4. Resource implication	<ul style="list-style-type: none"> a. Access to target audience, potential opportunities to identify training needs in an organisational context, relevant standards and resources
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. Identifying training needs for individuals and organisations a.2. Planning for training sessions a.3. Preparing resources a.4. Organising training events b. Ensuring observance of occupational health & safety and security standards c. Follows enterprise procedures for planning of training, accessing participants and resources, venues and equipment for training purposes d. Records of training resources maintained e. Planned training meets enterprise/participant-training needs
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

Deliver training and have responsibility for facilitating the training of groups to achieve pre-determined outcomes

ELEMENT	PERFORMANCE CRITERIA
1. Prepare employees for the learning experience	<ul style="list-style-type: none"> a. Objectives of the training session(s) and the units of competency to be achieved are explained to, and discussed with, employees b. Any barriers to learning are explored with employees c. The sequence of activities to be followed in the training program is explained to employees d. Ways in which the competencies are to be developed and assessed are explained to, and discussed with employees
2. Present training session	<ul style="list-style-type: none"> a. Presentation and training methods are structured and appropriate for the development of the competencies by the employees b. Presentation and training methods provide variety, encourage participation and reinforce key points c. Presentation process is reviewed and modified as necessary to meet employees' learning needs d. Training equipment and materials are used in a way that enhances learning e. Information is clear and accurate and presented in correct sequence f. Employees are encouraged to participate by asking questions, clarifying points of concern and contributing comments at appropriate and identified stages g. Supplementary information is provided to enhance and clarify understanding as required h. Summaries of key points are used at appropriate times in the presentation session to reinforce learning
3. Support employees in managing own learning	<ul style="list-style-type: none"> a. Resource materials suitable for self-managed learning are provided b. The requirements for the effective participation in the learning process is explained c. Health and safety hazards are pointed out to employees d. Timely information and advice is given to employees during the learning process e. Participant learning progress is monitored and assistance is provided to those who require help f. Opportunities to make choices and decisions are provided
4. Facilitate group learning	<ul style="list-style-type: none"> a. The rationale, process and outcomes expected from the group training session(s) are explained to employees b. Group training methods are used to maximise learning effectiveness c. Individuals are assigned to groups in which they can work effectively d. Groups are provided with clear directions, and guidance on content and process as required e. Groups are assisted to recognise the needs and requirements of individual members f. Interventions by the trainer in group discussions are properly managed g. Review of effectiveness of group activities and learning approaches is shared between the participants and the trainer
5. Provide opportunities for practice	<ul style="list-style-type: none"> a. Practice opportunities are provided according to the specific learning situation and the training program b. Employees' readiness for assessment as having achieved competency is monitored and discussed with employees c. Process, rationale and outcomes of practice are discussed with employees d. Constructive feedback and reinforcement are provided during practice
6. Provide feedback on progress to employees	<ul style="list-style-type: none"> a. Employees' progress is evaluated against learning outcomes, organisation and employee goals b. Feedback is given to employees on the outcomes of progress review c. Employees are helped to consider and evaluate individual and group progress d. Progress results are diagnosed to provide a guide for the approach to next steps in training
7. Review delivery experience	<ul style="list-style-type: none"> a. Employees' reaction to the delivery is sought and discussed at appropriate times b. Trainer's performance is self-assessed against predetermined goals c. Adjustments to delivery practices are considered and incorporated

Range of Variables

DELIVER TRAINING (CATEGORY 2)

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Training is for facilitating group learning b. Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts c. Training may involve single site or multi site operations d. Outcomes of training and assessment impact on organisational effectiveness e. Work is performed under some supervision, generally within a team environment f. Customers may be internal or external g. Enterprises may comprise large, medium or small worksites h. Work may be undertaken in various work environments i. Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles j. Operations conducted by day or night
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff c.6. registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

Evidence Guide

DELIVERY TRAINING (CATEGORY 2)

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Use the training program and the relevant units of competency to deliver training customised to the group and delivery context b. Access support mechanisms for employees requiring language or other training support c. Select and use a range of delivery methods to suit participants, context and competencies to be achieved d. Operate within a variety of training contexts and with varied groups of participants e. Provide support to individual learners within a group-training context
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise a.2. Relationships of units of competency and enterprise industrial agreements and skill based classification systems a.3. Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements a.4. Principles of adult learning and required knowledge for the unit(s) of competency a.5. Alternate delivery strategies and approaches a.6. Range of resource materials available a.7. Focus of operation of work systems, equipment or management, site and organisational operating procedures a.8. Application of relevant industrial or other legislative requirements a.9. Identification and correct use of equipment, processes and procedures a.10. Modifying activities dependent on differing workplace contexts and environment
4. Resource implications	<ul style="list-style-type: none"> a. Access to training situations and groups requiring training
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. Establishing plans a.2. Describing consequences a.3. Completing tasks a.4. Identifying improvements a.5. Applying safety precautions relevant to the task a.6. Questioning individuals a.7. Providing instruction and information b. Follows enterprise policy for training and record keeping c. Responds to feedback and modifies delivery to improve performance d. Shows evidence of application of relevant workplace procedures <ul style="list-style-type: none"> d.1. Hazard policies and procedures including Codes of Practice d.2. Issue resolution procedures d.3. Security procedures. e. Recognises and adapts appropriately to cultural differences in the workplace including models of behaviour and interactions among staff and others
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in the industry-approved facility

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	2	3	2

Field M

Training

DESCRIPTION:

Promotion and evaluation of training effort

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate training	<ul style="list-style-type: none"> a. Training is evaluated against identified needs and outcomes b. Employees are encouraged to raise problems or difficulties with any aspect of the training session c. Employees' reaction to training session is sought d. Employees are encouraged to evaluate own progress towards achieving competency e. Own performance is reviewed against session objectives and in response to employee's comments f. Provision of training within approved budget is reviewed g. The results of the evaluation are used to guide further training
2. Record training data	<ul style="list-style-type: none"> a. Details of training program and participants are recorded in accordance with organisations/industry and/or legislative requirements b. An appropriate means of storing information on employees, training programs, and equipment, materials and resources is established and maintained c. Existing recording systems are reviewed and improvements suggested d. Training records are made available to authorised persons and employees at the required times according to organisational requirements e. Records are securely stored
3. Report on training	<ul style="list-style-type: none"> a. Reports on training in the organisation are prepared and provided according to organisational requirements b. Reports are made on future training initiatives c. Information on achievements of the organisation's training is analysed and publicised d. The contribution of training to organisational goals is reported
4. Promote training	<ul style="list-style-type: none"> a. Advice on the development of training plans is provided to appropriate committees, or personnel b. Information on planned training events is made widely available c. Benefits of training to individuals and the organisation are publicised d. Promotional activities are regularly monitored for effectiveness e. Information is distributed concerning the relationship between training reform and the organisation

Range of Variables

REVIEW AND PROMOTE TRAINING (CATEGORY 2)

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Training may be conducted by subordinates, peers, supervisors or external contractors or Registered Training Organisation b. Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts c. Training may involve single site or multi site operations d. Outcomes of training and assessment impact on organisational effectiveness e. Work is performed under some supervision, generally within a team environment f. Customers may be internal or external g. Enterprises may comprise large, medium or small worksites h. Work may be undertaken in various work environments i. Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles j. Operations conducted by day or night.
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures.
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff c.6. Registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

Evidence Guide

REVIEW AND PROMOTE TRAINING (CATEGORY 2)

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. Identify organisational training needs and promote training appropriate for those needs a.2. Describe the positive outcomes for organisations and individuals arising from training and assessment a.3. Manage and make available to relevant personnel, information on training reforms and relating to the industry a.4. Develop and use systems to obtain qualitative and quantitative data to improve organisational performance in relation to training outcomes a.5. Provide reports to relevant organisations on training needs and outcomes
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise a.2. Relationships of units of competency and enterprise industrial agreements and skill based classification systems a.3. Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements a.4. Design and copyright considerations for learning resources a.5. Evidence gathering for evaluation purposes a.6. Adaptation and use of training record systems for formative as well as final assessments
4. Resource implications	<ul style="list-style-type: none"> a. Access to training record systems, programs, participants, and trainers b. Opportunities to discuss training outcomes with participants' supervisors
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when <ul style="list-style-type: none"> a.1. Preparing reports a.2. Recommending improvements a.3. Contributes effectively to the development of enterprise training policy a.4. Responds promptly to requests to identify training needs and proposes appropriate solutions a.5. Records systems confidentiality maintained within enterprise policy
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

This unit of competency, in combination with the unit *Plan and Review Assessment* meets with requirements for the Ministerial Agreement on minimum requirements for the conduct of assessment under National Training Framework

ELEMENT	PERFORMANCE CRITERIA
1. Identify and explain the context for assessment	<ul style="list-style-type: none"> c. Discuss the context and purpose of assessment with the person(s) being assessed and confirm that it is understood d. Obtain and explain to the person(s) being assessed the relevant performance measures applying to assessment (e.g. current endorsed competency standards, learning outcomes of the training program). Instructions are verified by person(s) being assessed e. Explain and obtain agreement for the assessment procedure f. Identify and explain any legal and ethical responsibilities associated with assessment to the person(s) being assessed g. Check whether the person(s) being assessed requires the allowable adjustments in the assessment procedure applying to those with special needs
2. Plan evidence gathering opportunities	<ul style="list-style-type: none"> e. Identify opportunities to gather evidence of competency which occur as part of workplace or training activities f. Identify the need to gather additional evidence which may not occur as part of workplace or training activities g. Plan and schedule all evidence gathering activity in accordance with the assessment procedure h. Ensure that the planned approach to gathering evidence will provide sufficient, reliable, valid and fair evidence of competency i. Ensure that the planned approach to gathering evidence will cover the four dimensions of competence <ul style="list-style-type: none"> i.1. Task skills i.2. Task management skills i.3. Contingency management skills i.4. Job/role environment skills
3. Organise assessment	<ul style="list-style-type: none"> a. Obtain and arrange the resources specified in the assessment procedure b. Inform the relevant people of assessment plans c. Check that the assessment environment is safe and accessible d. Explain the assessment arrangements and requirements simply and clearly to the person(s) being assessed e. Obtain agreement regarding assessment arrangements with person(s) being assessed
4. Gather evidence	<ul style="list-style-type: none"> a. Put the person(s) being assessed at ease b. Gather all the evidence specified in the assessment procedure, using assessment methods and tools specified c. Gather evidence for those with special needs, in accordance with specified allowable adjustments to the assessment method(s) d. Document the evidence gathered in accordance with the assessment procedure

ELEMENT	PERFORMANCE CRITERIA
<p>5. Make the assessment decision</p>	<p>a. Evaluate the evidence gathered in terms of its</p> <ul style="list-style-type: none"> a.1. Validity a.2. Authenticity a.3. Sufficiency a.4. Currency a.5. Consistent achievement of the specified standard <p>b. Make the assessment decision in accordance with the criteria specified in the assessment procedure</p> <p>c. Seek guidance, if in doubt, from a more experienced assessor(s) nominated in the assessment procedure</p>
<p>6. Record assessment results</p>	<p>a. Record assessment results promptly and in accordance with the specified assessment procedure</p> <p>b. Record assessment results accurately in accordance with the specified record keeping requirements</p> <p>c. Provide access to the assessment records only to authorised personnel</p> <p>d. Maintain confidentiality of assessment outcome</p>
<p>7. Provide feedback to person(s) being assessed</p>	<p>a. Discuss and confirm performance with the person(s) being assessed</p> <p>b. Give clear and constructive feedback to the person(s) being assessed</p> <p>c. Explore with the person(s) being assessed ways of overcoming any gaps in their competency revealed by assessment</p> <p>d. Give guidance on further goals/training opportunities, if appropriate</p> <p>e. Advise and confirm with person(s) being assessed reassessment opportunities and/or review appeal mechanisms available where the assessment decision is challenged</p>
<p>8. Report on the conduct of the assessment</p>	<p>a. Report on positive and negative features experienced in conducting assessment to those responsible for the assessment procedure</p> <p>b. Record and report promptly any assessment decision disputed by the person(s) being assessed to those nominated in the assessment procedure</p> <p>c. Make suggestions for improving any aspect of the assessment process to those responsible for the assessment procedure</p>

CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

VARIABLE	SCOPE
1. ASSESSMENT GUIDELINES	<p>g. This unit forms part of the assessment guidelines developed (and endorsed) by the Transport and Distribution Industry Training Advisory Body</p> <p>h. Within the context of the endorsed assessment framework for transport and distribution, the assessment by Registered Training Organisations and enterprise partners will specify the following</p> <p>h.1. The purpose and process of assessment</p> <p>h.2. Competencies and certification requirements of assessors</p> <p>h.3. Record keeping procedures and policies</p> <p>h.4. Any allowable adjustments to the assessment method(s) which are to be made for the person(s) being assessed who have special needs appeal/review mechanisms and procedures, the review and evaluation process</p> <p>h.5. Quality assurance procedures</p> <p>h.6. Apportionment of costs/fees (if applicable)</p> <p>h.7. Marketing/promotion of assessment</p> <p>h.8. Enterprise policies for special needs support</p> <p>i. The assessment guidelines specify the following</p> <p>i.1. Recording procedure</p> <p>i.2. Appeal/review mechanism</p> <p>i.3. Assessment methods to be used</p> <p>i.4. Assessor arrangements i.e. individual or partnership</p> <p>i.5. Evidence required</p> <p>i.6. Location</p> <p>i.7. Allowable adjustments for persons with special needs</p>
2. Purpose of assessment	<p>p. Assessment may be used for one or more purposes such as</p> <p>p.1. Diagnosing performance</p> <p>p.2. Performance evaluation against a benchmark</p> <p>p.3. Awarding a qualification</p> <p>p.4. Providing a statement of attainment (where all units of competency for the qualification are not met)</p> <p>p.5. Confirming progress in learning</p> <p>p.6. Recognising prior learning</p> <p>p.7. Current competency</p>
3. Assessor arrangements	<p>b. Assessment may be conducted by individuals or partnership arrangements where the following requirements are met</p> <p>b.1. An assessor holding this unit and the Unit <i>Plan and Review Assessment</i> working alone</p> <p>b.2. A team comprising subject knowledge expert(s) and assessment expert(s)</p> <p>b.3. An assessor working in conjunction with the trainer, supervisor/mentor of the person(s) being assessed or with a more experienced assessor</p> <p>b.4. Specified needs of competence</p> <p>b.5. Competence in the units of competency being assessed</p> <p>b.6. Knowledge of the nature and impact of Training Reform within the Transport and Distribution Industry, including and overview of the assessment process</p>

**CONDUCT ASSESSMENT IN ACCORDANCE WITH AN
ESTABLISHED ASSESSMENT PROCEDURE**

(Continued)

4. Assessment methods and tools	<ul style="list-style-type: none"> a. Assessment methods may include methods appropriate for the holistic assessment of a unit (or units) of competency and may include a combination of <ul style="list-style-type: none"> a.1. Direct observation of performance, products practical tasks, projects and simulation exercises a.2. Review of log books and portfolios a.3. Questioning a.4. Consideration of third party reports and authenticated prior achievements b. To assist in collating evidence the following may be provided to assessors <ul style="list-style-type: none"> b.1. Performance Guides for practical tasks, log books and portfolios, simulation exercises and projects to enable checking of required characteristics b.2. Sets of questions to be asked b.3. These methods may be used in combination in order to provide sufficient evidence to make a judgement
5. Assessment location and timing	<ul style="list-style-type: none"> a. Assessments may occur in the workplace and/or in a simulated workplace using on and off the job situations as appropriate to the unit(s) of competency assessed b. Assessment may occur over time and include both formative and summative components
6. Assessment group size	<ul style="list-style-type: none"> a. Assessment may involve assessing one person or a group of people
7. Special needs of person(s) being assessed	<ul style="list-style-type: none"> a. Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Candidates with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced candidates. Special considerations for employee's needs to be established and agreed within enterprise policies b. Examples of reasonable adjustments include provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe), use of special equipment (e.g. word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers
8. Assessment Reporting	<ul style="list-style-type: none"> a. Final assessments will record the unit(s) of competency in terms of code, title and endorsement date b. Summative assessment reports, where issued, will indicate areas of units of competency where additional learning is required

CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> b. Assessment must confirm the appropriate knowledge and skills to <ul style="list-style-type: none"> b.1. Interpret and follow the Transport and Distribution Industry Training Advisory Body Assessment Guidelines b.2. Follow the registered provider approved assessment system b.3. Apply the assessment principles of validity, authenticity, sufficiency, currency, cost effectiveness and consistency as they apply to evidence gathering for assessment including licensing requirements, equal opportunity and equal employment opportunity, disability discrimination and occupational health and safety legislation, Codes of Practice and standards b.4. Conduct assessments within the context of National Training Framework and Australian Recognition Framework agreements and policies b.5. Application of communication and interpersonal skills to minimise conflicts and promote a supportive assessment environment
2. Interdependent assessment of units	e. This units of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> d. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> d.1. Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise d.2. Relationships of units of competency and enterprise industrial agreements and skill based classification systems d.3. Competency in the units of competency being assessed, where assessing alone (NB. Where assessing in conjunction with persons competency in the area knowledge of the workplace application of the units of competency is required) d.4. Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements
4. Resource implications	<ul style="list-style-type: none"> d. Access to relevant units of competency, industry endorsed assessment guidelines and registered provider assessment policies and systems e. Access to person(s) wishing to be assessed and relevant workplace equipment, information and expertise. Evidence of satisfactory performance should be obtained by observation of the "assessor" preparing for and conducting assessment as well as examination of completed assessment records. This should be supplemented by discussion about the assessment procedure with the "assessor" and the position and the person(s) being assessed
5. Consistency in performance	<ul style="list-style-type: none"> u. Applies knowledge and skills when <ul style="list-style-type: none"> u.1. Identifying evidence context, purpose, methods and outcomes to participant u.2. Establishing and organising opportunities for assessment u.3. Using assessment methods and tools u.4. Making judgements concerning appropriate performance v. Shows evidence of requiring consistent application by candidates of the application of workplace policies and procedures w. Recognises and uses mechanisms to deal appropriately with cultural differences and assessment participants with special needs x. Contributes to reviews of assessment procedures and systems; evaluation and validation processes; competency standards; assessment tools y. Creates and takes opportunities to remain current in terms of assessment practices, content and workplace application of transport and distribution and related units of competency
6. Context for assessment	a. Assessment may occur on the job or in a simulated workplace

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	3

Field N

Assessment

DESCRIPTION:

This unit of competency in combination with the unit *Conduct Assessment in Accordance with an Established Assessment Procedure* meets the requirements for the Ministerial Agreement on minimum requirements for the conduct of assessments under the National Training Framework

ELEMENT	PERFORMANCE CRITERIA
1. Establish evidence required	<ul style="list-style-type: none"> a. Establish the evidence required to infer competency from the endorsed competency standards b. Specify evidence requirements to assure valid inferences of competency c. Specify evidence requirements for the assessor to authenticate the performance/product of the person(s) being assessed d. Specify sufficient evidence on which to base valid inferences e. Specify evidence requirements which will confirm that competency is current f. Specify sufficient evidence to show consistent achievement of the specified standards g. Identify opportunities to consolidate evidence gathering activity h. Establish the cost of gathering the required evidence
2. Establish suitable assessment method(s)	<ul style="list-style-type: none"> a. Select assessment methods which are appropriate for gathering the type, and amount of, evidence required b. Propose suitable adjustments in the assessment method to cater for those person(s) being assessed who have special needs
3. Develop simple assessment tools	<ul style="list-style-type: none"> a. Design assessment tool(s) to gather valid, reliable, sufficient evidence or to complement the use of other assessment tools in gathering evidence b. Design an assessment tool which is clear and comprehensible both to those conducting the assessment and to those being assessed c. Verify that the assessment tool permits flexible, fair and safe assessment to occur d. Verify that the assessment tool is cost-effective in gathering required evidence e. Prepare instructions for use specifying any adjustments which can be made to address the requirements of people being assessed who have special needs
4. Review evidence requirements, assessment methods and assessment tools	<ul style="list-style-type: none"> a. Trial assessment methods and assessment tools with people similar to those who will ultimately be assessed b. Evaluate the assessment methods and tools for <ul style="list-style-type: none"> b.1. Clarity b.2. Reliability b.3. Validity b.4. Fairness b.5. Cost effectiveness c. Make improvements and changes to the assessment method and assessment tools in the light of the evaluation of the pilot exercise d. Ratify procedures with relevant people in the industry/enterprise or training establishment of the evidence requirements, assessment methods and assessment tools and the process used in developing them
5. Periodically review the assessment procedures	<ul style="list-style-type: none"> a. Comply with the review process established by the enterprise, industry or training authority b. Review the operations of the assessment procedure at a specified site in cooperation with person(s) being assessed, and any relevant parties (industry/enterprise/registered provider training establishment and/or agency identified under legislation) c. Document and evaluate review activities and substantiate review findings d. Make recommendations for changes to the assessment procedure in the light of the review outcomes to the appropriate person(s) e. Make effective contributions to system-wide reviews of the assessment process

EXTENSION UNIT-PLAN AND REVIEW ASSESSMENT

VARIABLE	SCOPE
1. REVIEW PROCEDURE S AND REVIEW RESPONSIBILITIES	<p>a. This Range of Variables should be read in conjunction with the variables for <i>Conduct Assessment in Accordance with an Established Assessment Procedure</i> and the following</p> <p>a.1. The review/evaluation of the assessment process may allow for</p> <ul style="list-style-type: none"> a.1.1. Continuous monitoring and improvement a.1.2. Periodic formal evaluation a.1.3. A combination of continuous monitoring <p>a.2. The review responsibilities of the assessor may be specified in the registered provider assessment system. They may include responsibility for such matters as</p> <ul style="list-style-type: none"> a.2.1. Reviewing the assessment procedure at a specific site (enterprise or training establishment) and then making recommendations for improvement a.2.2. Reviewing the assessment procedure conducted across sites (enterprises or training establishments) and then making improvements a.2.3. Reporting challenges to assessment decisions to the appropriate person(s) a.2.4. Reporting to the appropriate person(s) any difficulties or unusual occurrences in conducting the assessment and then making recommendations for improvement <p>a.3. Review activities should take into account the following aspects</p> <ul style="list-style-type: none"> a.3.1. Number of persons being assessed a.3.2. Duration of assessment procedure a.3.3. Organisational constraints within which assessors must operate a.3.4. Occupational Health and Safety factors a.3.5. Relationship of the assessor to other people in the assessment process a.3.6. Frequency of assessment procedure a.3.7. Budgetary restraints a.3.8. Information needs of relevant organisations such as affirmative action agencies a.3.9. Effective operation of each component of the assessment system or procedure a.3.10. Support needs and further training needs of assessors a.3.11. The validity of specified evidence requirements assessment methods and instruments a.3.12. Special needs consideration of person(s) being assessed a.3.13. Industrial relations implications a.3.14. Consistency of assessment practices and decisions a.3.15. Levels of flexibility in the assessment procedure a.3.16. Fairness of the assessment procedure used a.3.17. Efficiency and effectiveness of the assessment procedure
2. General Context	<ul style="list-style-type: none"> a. Assessment may be on the job or in a simulated setting, utilising a range of methods, locations and contexts b. Outcomes of assessment impact on organisational effectiveness c. Work is performed under some supervision, generally within a team environment d. Customers may be internal or external e. Enterprises may comprise large, medium or small worksites f. Work may be undertaken in various work environments g. Assessment may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances movements of equipment, goods, vehicles h. Operations conducted by day or night

EXTENSION UNIT-PLAN AND REVIEW ASSESSMENT

(Continued)

<p>3. Sources of information/documents may include</p>	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheets f. Codes of Practice g. Legislation and Regulations h. Award, Enterprise Bargaining Agreement, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
<p>4. Workplace context may include</p>	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. Workplace agreements and awards b.2. Occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative process may involve <ul style="list-style-type: none"> c.1. Staff members c.2. Management c.3. Union representatives c.4. Industrial relations, Occupational Health and Safety specialists c.5. Other professional or technical staff c.6. Registered training provider personnel
<p>5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to</p>	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment and Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures

EVIDENCE GUIDE

EXTENSION UNIT-PLAN AND REVIEW ASSESSMENT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. This Range of Variables should be read in conjunction with the variables for <i>Conduct Assessment in Accordance with an Established Assessment Procedure</i> and the following <ul style="list-style-type: none"> a.1. Assessment must confirm the appropriate knowledge and skills to <ul style="list-style-type: none"> a.1.1. Assist in the design of registered provider assessment review systems a.1.2. Interpret and provide advice on the requirements of the Transport and Distribution Industry Training Advisory Body Assessment Guidelines in relation to review, evaluation and validation of assessment to endorsed industry standards a.1.3. Provide useful recommendations on improvements (written and oral) to the assessment process (personal practice and provider policy) a.1.4. Make appropriate reports to persons with responsibility for the system a.1.5. Report system improvements and non-conformities
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Apply basic evaluation methodologies to reviewing the implementation efficiency and effectiveness of the assessment process a.2. Support other assessors in the review of the registered provider assessment policy a.3. Obtain from participants, and other relevant personnel feedback on the outcomes of assessment for individuals and the enterprise
4. Resource implications	<ul style="list-style-type: none"> a. Access to assessments, other assessors and appropriate registered provider assessment system and mechanisms to organise evaluation data
5. Consistency in performance	<ul style="list-style-type: none"> a. Shows evidence of application of relevant workplace procedures including <ul style="list-style-type: none"> a.1. Use of review, evaluation and validation instruments and processes from industry assessment guidelines; registered provider: State/Territory education and training authorities a.2. Participating in review procedures for assessment at the registered provider and state/national provider level a.3. Evaluation of own assessment plans and procedures b. Applies knowledge and skills when <ul style="list-style-type: none"> b.1. Analysing units of competency and devising simple methods and tools for evidence gathering b.2. Selecting representative sample(s) for trialing of assessment tools/methods b.3. Planning assessment sequences (formative and summative) and provision of feedback to assessees b.4. Identifying appropriate evidence for evaluation/validation purposes b.5. Analysing evidence from own assessments and improving personal performance
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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3	2	3	3	3	3	3
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DESCRIPTION:

This applies to assessors who are required to evaluate existing assessment tools in relation to enterprise and/or assessment context and modify or develop assessment tools to meet particular purposes

ELEMENT	PERFORMANCE CRITERIA
1. Identify appropriate assessment tools	<ul style="list-style-type: none"> a. Determine the range of available assessment tools appropriate to assessment contexts and characteristics of person(s) being assessed b. Identify any shortfall or inadequacies in the range of relevant assessment tools available c. Identify and select assessment tools consistent with assessment purposes and procedures d. Determine the nature and range of reasonable adjustment allowed for each assessment tool
2. Assemble assessment tools	<ul style="list-style-type: none"> a. Design or modify existing assessment tools so that their format, language, literacy and numeracy requirements are appropriate to the characteristics of the assessor, person being assessed and the assessment context b. Verify that the assessment tools maintain validity but are easy to administer and allow sufficient flexibility to meet the range of possible assessment contexts c. Verify that the assessment tools designed and/or selected are valid and maximise reliability, flexibility and fairness d. Modify existing assessment tools when required to meet the particular assessment needs of assessor, person(s) being assessed and the particular contexts which assessment is to be conducted
3. Trial and review assessment tools	<ul style="list-style-type: none"> a. Identify the criteria used to evaluate the outcomes of trials b. Determine representative groups for trial assessment events c. Conduct trial and seek responses from all involved parties d. Compile and analyse responses from trials e. Modify assessment tool(s) based on the responses to the trial

Range of Variables

DEVELOP ASSESSMENT TOOLS

VARIABLE	SCOPE
1. GENERAL CONTEXT	<ul style="list-style-type: none"> a. Assessment tools may be used on the job or in a simulated setting b. Assessment tools may be required to be used in a single site or multi site operation c. Outcomes of assessment impact on organisational effectiveness d. Work is performed under some supervision, generally within a team environment e. Customers may be internal or external f. Enterprises may comprise large, medium or small worksite g. Work may be undertaken in various work environments h. Operations conducted by day or night
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Transport and Distribution units of competency, assessment guidelines, learning resources and training package information b. Manufacturer's specifications c. Enterprise operating procedures and policies d. Supplier and/or client instructions e. Materials safety data sheet f. Codes of Practice g. Legislation and Regulations h. Awards, Enterprise Bargaining Agreements, other industrial arrangements i. Standards and certification requirements j. Quality assurance procedures
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupation Health & Safety specialists c.5. other professional or technical staff c.6. registered training provider personnel
4. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to:	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/Import/Quarantine/Bond requirements h. Environmental Protection Legislation i. Equal Employment & Equal Employment Opportunity Legislation j. State/Territory Training Authority Legislation and Regulations k. Emergency Procedures
5. Purpose of assessment	<ul style="list-style-type: none"> a. Assessment may be used for one or more purposes such as <ul style="list-style-type: none"> a.1. diagnosing performance a.2. classifying an employee in terms of a skills-based award a.3. confirming an employee's competency for the purpose of career advancement/job level a.4. awarding a qualification a.5. providing a statement of attainment a.6. confirming progress in learning a.7. recognising prior learning

6. CHARACTERISTICS OF PERSON(S) BEING ASSESSED	<ul style="list-style-type: none"> a. Significant characteristics which may need to be taken into account during assessment may include <ul style="list-style-type: none"> a.1. language, literacy and numeracy levels a.2. cultural background a.3. non-English speaking background a.4. disabilities a.5. shift worker a.6. older employees a.7. gender a.8. experience in assessment a.9. nervousness or anxiety
7. Appropriateness of evidence type	<ul style="list-style-type: none"> a. Appropriateness of evidence may include <ul style="list-style-type: none"> a.1. cost effectiveness a.2. practicable a.3. communication skills of person(s) being assessed a.4. assessment experience and special needs of person(s) being assessed
8. Assessment policy	<ul style="list-style-type: none"> a. There may be enterprise/provider policies or arrangements on assessment covering all or some of the following <ul style="list-style-type: none"> a.1. purpose of assessment a.2. industrial relations issues a.3. what and who is to be assessed a.4. timing of assessments a.5. links with other human resources functions a.6. record keeping requirements a.7. recognition of prior learning a.8. development costs and resources a.9. evaluation
9. Assessment methods	<ul style="list-style-type: none"> a. Assessment methods may include combinations of <ul style="list-style-type: none"> a.1. direct observation of performance or product a.2. practical tasks a.3. projects a.4. written/oral/computer-based questioning a.5. simulation exercise(s) a.6. consideration of third party reports and self and peer assessment a.7. authenticated prior achievements
10. Evidence gathering tools	<ul style="list-style-type: none"> a. Evidence gathering/assessment tools may include <ul style="list-style-type: none"> a.1. specific instructions to be given in relation to the performance of practical tasks or processes or simulation exercises a.2. specific instructions to be given in relation to the production of projects and exercises a.3. sets of oral/written/computer-based questions a.4. performance checklist a.5. log books a.6. marking guides b. A number of these tools may be used in combination in order to provide enough evidence to make a judgement
11. Relevant parties	<ul style="list-style-type: none"> a. Relevant parties may include <ul style="list-style-type: none"> a.1. assessors a.2. person(s) being assessed a.3. union representatives a.4. joint consultative committees a.5. users of assessment information such as Registered Training Organisations, employers, human resource departments a.6. State Training Authorities
12. Assessment location	<ul style="list-style-type: none"> a. Assessment may occur: <ul style="list-style-type: none"> a.1. in the workplace-on or off the job a.2. in a training establishment/centre simulated work environment a.3. in a combination of locations to suit the units of competency being assessed

DEVELOP ASSESSMENT TOOLS

(Continued)

<p>13. Operational constraints</p>	<p>a. Operational constraints may include</p> <ul style="list-style-type: none"> a.1. time available for assessment a.2. relative cost of evidence gathering strategies a.3. availability of assessors a.4. availability of experts in the vocational area to be assessed a.5. availability of person(s) being assessed because of matters such as roster, shift work a.6. geographical location of person(s) being assessed
<p>14. Record system</p>	<p>a. Record systems may include:</p> <ul style="list-style-type: none"> a.1. paper based system a.2. computer based system using magnetic or optical storage a.3. combination of both paper and computer based systems <p><i>NB: Statutory and legislative requirements for maintaining records may vary in state/territories</i></p>
<p>15. Special needs of person(s) being assessed</p>	<p>a. Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Candidates with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced candidates</p> <p>b. Examples of reasonable adjustments include provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant career, scribe), use of special equipment (e.g. word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers.</p>

DEVELOP ASSESSMENT TOOLS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm the appropriate knowledge and skills to</p> <p>a.1. select appropriate tools to gather evidence type(s) relevant to the competencies being assessed</p> <p>a.2. choose the evidence types which are appropriate to the assessment contexts and meet operational constraints</p> <p>a.3. design assessment tools with regard to sufficiency, currency, consistency and authenticity and to take into account the characteristics of person(s) to be assessed</p> <p>a.4. design flexible assessment methods and tools that can be contextualised for different environments, participant needs and special circumstances</p> <p>a.5. select a sample audience and trial assessment tools making appropriate adjustments</p> <p>a.6. design assessment tools which will provide time and cost effective assessments</p> <p>a.7. establish an evaluation criteria for assessment tools</p>
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units, which form part of a job role
3. Required knowledge and skill	<p>a. Displays in job role the underpinning knowledge and skills including</p> <p>a.1. Transport & Distribution Competency Standards and Assessment Guidelines</p> <p>a.2. analysis of units of competency to determine appropriate indicators of competency evidence requirements</p> <p>a.3. application of assessment methods and tools to elicit appropriate evidence, in a workplace context, from target audience</p> <p>a.4. compliance with requirements for copyright and other regulatory requirements</p>
4. Resource implications	a. Access to a target audience, unit(s) of competency to be assessed, and resources for the development of assessment methods and tools
5. Consistency in performance	<p>a. Applies knowledge and skills when</p> <p>a.1. justifying selection of tools and evidence gathered in terms of the units of competency; times and costs; ease of use by participants and assessors</p> <p>a.2. adjusting assessment methods and tools to particular contexts</p> <p>a.3. designing assessment to account for recognition of current competency and for identification of development needs</p> <p>a.4. evaluating appropriate assessment tools for the target audience</p>
6. Assessment	a. Assessment may occur on the job or in a simulated workplace

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

Field Q

Financial Management

DESCRIPTION:

This unit covers the skills required to establish and administer effective credit services for customers

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain customer credit accounts and services	a. Lines of credit and other credit facilities are established and communicated to customers. b. Payment schedules by customers are monitored. c. Debtors regularly identified and listed to initiate follow-up action. d. Debt recovery procedures are initiated and if unsuccessful approval is sought to write off bad debts.
2. Maintain customer information system	a. Status of credit accounts is conveyed to customers on a regular basis. b. Statistical returns displaying actual against anticipated performance are prepared. c. Data base information regarding products and services sales on credit is maintained. d. Customer queries are dealt with promptly and courteously. e. Security of data base and data integrity is maintained.

Range Of Variables

MAINTAIN CUSTOMER CREDIT ACCOUNTS AND SERVICES

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	a. Equipment used may include: <ul style="list-style-type: none"> a.1. computer a.2. intercom system a.3. facsimile machine a.4. calculator a.5. telephone a.6. answering machine a.7. photocopier
3. Sources of information/documents may include	a. Equipment instructions may include: <ul style="list-style-type: none"> a.1. manufacturer's guidelines a.2. training notes a.3. procedures manuals b. Creditor and debtor information and related procedures.
4. Workplace context may include	a. Work organisation procedures and practices including accounting procedures, credit approval procedures, office organisation procedures, record keeping, credit limits, and levels of credit authority. b. Conditions of credit extension policies and any relevant government legislation.
5. Applicable State/Territory/Commonwealth regulations and legislation may include	a. Audit and financial legislation

MAINTAIN CUSTOMER CREDIT ACCOUNTS AND SERVICES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. work effectively with others a.3. maintain workplace records a.4. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.5. follow the designated work plan for the job a.6. apply stringent credit approval facilities
<p>2. Interdependent assessment of units</p>	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
<p>3. Required knowledge and skills</p>	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. local computer software packages, including database a.2. organisation policy and procedures such as credit procedures, debt collection procedures a.3. relevant regulations and legislation a.4. instruments of payment including letters of credit, cheques, promissory notes, bank drafts etc. a.5. oral and written communication skills a.6. problem solving skills a.7. accurate record keeping and management a.8. filing and cataloguing a.9. monitoring accounts a.10. keyboard, word processing and database usage
<p>4. Resource implications</p>	<p>a. Access to credit reports, records, equipment for processing accounts and relevant management and staff.</p>
<p>5. Consistency in performance</p>	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
<p>6. Context for assessment</p>	<p>Assessment may occur on the job or in a simulated workplace.</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	2	2	2

DESCRIPTION:

This unit covers the skills required to establish, monitor and withdraw track protection in accordance with instructions.

ELEMENT	PERFORMANCE CRITERIA
8. Place track protection	<ul style="list-style-type: none"> h. Job requirements are established to determine track protection needs. i. Relevant personnel are contacted and informed as required. j. Documentation is completed following organisational procedures to comply with relevant safe working system. k. Equipment is checked for availability and capability to perform job. l. Track protection system is established in accordance with relevant safe working system.
9. Protect track	<ul style="list-style-type: none"> h. Protection system and equipment is constantly reviewed for compliance with standards/regulations to ensure ongoing protection. i. Relevant authority/personnel are liaised with as required to ensure maximum protection is maintained.
10. Withdraw track protection	<ul style="list-style-type: none"> j. Relevant authority/personnel are informed of status of track protection to facilitate protection withdrawal. k. Relevant documentation is completed and track protection withdrawn. l. Equipment is secured and stored in an appropriate manner.

Range Of Variables

PROTECT TRACK

VARIABLE	SCOPE
1. General context	f. Work is performed under direction, and skills are required to work within a team environment.
14. Worksite environment may include	<p>k. Operations conducted by day or night.</p> <p>l. Work conducted in restricted spaces or exposed conditions or controlled or open environments.</p> <p>m. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles.</p> <p>f. Equipment may include:</p> <ul style="list-style-type: none"> f.1. flags f.2. detonators f.3. stands f.4. stop signs f.5. speed boards f.6. whistles f.7. lamps <p>g. Locations may include:</p> <ul style="list-style-type: none"> g.1. track on or near curves g.2. grades g.3. cuttings g.4. tunnels g.5. low visibility areas g.6. electrified areas <p>h. Scope of work will cover the type, size and duration of work.</p>
15. Sources of information/documents may include	<p>a. Information concerning track protection may be obtained from:</p> <ul style="list-style-type: none"> f.1. work orders f.2. quality assurance plans, data and document control f.3. safe working regulations f.4. organisation personnel
16. Workplace context may include	<p>m. Work organisation procedures and practices regarding track protection.</p> <p>n. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> n.1. workplace agreements and awards n.2. State, Federal or Territory Legislation <p>o. Relevant personnel may include:</p> <ul style="list-style-type: none"> o.1. train controllers o.2. team members o.3. supervisors/managers o.4. safe working people o.5. hand signallers <p>p. Regulations/standards may include:</p> <ul style="list-style-type: none"> p.1. workplace regulations p.2. quality improvement policies p.3. workplace OHS p.4. technical instructions p.5. local authority regulations and procedures
17. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>j. Occupational Health & Safety legislation relating to track work</p> <p>k. Environmental Protection Act</p> <p>l. Australian Standards</p> <p>m. Railway Legislation</p>

Evidence Guide

PROTECT TRACK

25. Critical aspects of evidence to be considered	<p>d. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> d.1. job requirements are established to standard d.2. communicate with relevant authorities concerning track protection d.3. placement and withdrawal of track protection system d.4. complete required documentation d.5. removal and storage of equipment in an appropriate manner d.6. select and appropriately use protective clothing d.7. locate, interpret and apply relevant information d.8. work effectively with others d.9. maintain workplace records d.10. follow the designated work plan for the job
26. Interdependent assessment of units	f. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
27. Required knowledge and skills	<p>e. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> e.1. assurance that job requirements are established to standard e.2. ability to communicate with relevant personnel e.3. safe working systems appropriate to the workplace e.4. OHS policies e.5. ability to read and interpret plans e.6. sound communication skills e.7. qualification in relevant rules "track force regulations" e.8. knowledge of the operations that require track protection e.9. ability to work independently and within a team
28. Resource implications	f. Access to job requirements, personnel, protection equipment, transport, documentation, standards and regulations, safety equipment.
29. Consistency in performance	<p>z. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> z.1. describing consequences z.2. completing tasks z.3. identifying improvements z.4. applying safety precautions relevant to the task z.5. assessing operational capability of equipment used and work processes selected <p>aa. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> aa.1. job procedures and work instructions aa.2. quality procedures (where existing) aa.3. security procedures aa.4. following enterprise housekeeping processes <p>bb. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>cc. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>dd. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
30. Context for assessment	Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

This unit covers the skills required to establish, monitor and withdraw track protection in a supervisory role.

ELEMENT	PERFORMANCE CRITERIA
1. Establish track protection	<ul style="list-style-type: none"> a. Job requirements are established to determine track protection needs. b. Relevant personnel are contacted and informed as required. c. Documentation is completed following organisational procedures to comply with relevant safe working system. d. Equipment is checked for availability and capability to perform job. e. Track protection system is established in accordance with relevant safe working system.
2. Monitor track protection	<ul style="list-style-type: none"> a. Protection system and equipment is constantly reviewed for compliance with standards/regulations to ensure ongoing protection. b. Relevant authority/personnel are liaised with as required to ensure maximum protection is maintained.
3. Withdraw track protection	<ul style="list-style-type: none"> a. Relevant authority/personnel are informed of status of track protection to facilitate protection withdrawal. b. Relevant documentation is completed and track protection withdrawn. c. Equipment and personnel are removed in a safe manner. d. Equipment is secured and stored in an appropriate manner.

Range Of Variables

OVERSEE TRACK PROTECTION

VARIABLE	SCOPE
1. General context	a. Work is performed individually, but in the supervisory role, skills are required to work within a team environment.
2. Worksite environment may include	<p>a. Operations conducted by day or night.</p> <p>b. Work conducted in restricted spaces or exposed conditions or controlled or open environments.</p> <p>c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles.</p> <p>d. Equipment may include:</p> <ul style="list-style-type: none"> d.1 flags d.2 detonators d.3 stands d.4 stop signs d.5 speed boards d.6 whistles d.7 lamps <p>e. Locations may include:</p> <ul style="list-style-type: none"> e.1 track on or near curves e.2 grades e.3 cuttings e.4 tunnels e.5 low visibility areas e.6 electrified areas <p>f. Scope of work will cover the type, size and duration of work.</p>
3. Sources of information/documents may include	<p>a. Information concerning track protection may be obtained from:</p> <ul style="list-style-type: none"> a.1 work orders a.2 quality assurance plans, data and document control a.3 safe working regulations a.4 organisation personnel <p>b. booksafeworking formsdangerous goods manifest</p>
4. Workplace context may include	<p>a. Work organisation procedures and practices regarding track protection.</p> <p>b. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation <p>c. Relevant personnel may include:</p> <ul style="list-style-type: none"> c.1 train controllers c.2 team members c.3 supervisors/managers c.4 safe working people c.5 hand signallers <p>d. Regulations/standards may include:</p> <ul style="list-style-type: none"> d.1 workplace regulations d.2 quality improvement policies d.3 workplace OHS d.4 technical instructions d.5 local authority regulations and procedures
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relating to track work b. Environmental Protection Act c. Australian Standards d. Railway Legislation

Evidence Guide

OVERSEE TRACK PROTECTION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. determine track protection needs a.2. establish and monitor track protection system to ensure safety and efficiency a.3. liaise with relevant authorities concerning track protection a.4. withdraw track protection where necessary a.5. complete required documentation a.6. follow safety guidelines relevant to the job a.7. select and appropriately use protective clothing a.8. locate, interpret and apply relevant information a.9. work effectively with others a.10. maintain workplace records a.11. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.12. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. assurance that job requirements are established to standard a.2. ability to communicate with relevant personnel a.3. safe working systems appropriate to the workplace a.4. OHS policies a.5. ability to read and interpret plans a.6. sound communication skills a.7. qualification in relevant rules "track force regulations" a.8. knowledge of the operations that require track protection a.9. ability to work independently and within a team
4. Resource implications	<p>a. Access to job requirements, personnel, protection equipment, transport, documentation, standards and regulations, safety equipment.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

DESCRIPTION

This unit covers the process of welding rails using the flashbutt technique.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare rail ends	<ul style="list-style-type: none"> a. Rail is inspected to determine suitability for flashbutt welding taking into account rail profile, straightness, size and rail defects. b. Rail is straightened to standard using appropriate method if required to facilitate alignment of rails. c. Rail ends are cut to standard using appropriate method if required to ensure correct end squareness. d. Rail is ground to required standards to ensure firm clamping of joint and satisfactory electrical contact.
2. Carry out flashbutt welding	<ul style="list-style-type: none"> a. Rail is fed into flashbutt welding machine, aligned, clamped and adjusted to ensure alignment of running faces. b. Flashbutt welder is set up and operated in accordance with machine operation instructions to achieve defect free weld. c. Weld is profile ground and rail pressed to standard as necessary to ensure smooth running surface. d. Weld is inspected thoroughly to ensure compliance to specifications.
3. Complete documentation	<ul style="list-style-type: none"> a. Required documentation is completed in accordance with workplace procedures

Range of Variables

WELD RAIL USING FLASHBUTT TECHNIQUE

VARIABLE	SCOPE
6. General context	a. Work is performed with some supervision, generally within a team environment
7. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions b. Equipment may include <ul style="list-style-type: none"> b.1. rail tensor b.2. welding records b.3. rail shears b.4. timekeeping records b.5. rail profile grinder, angle grinder b.6. incident reporting data b.7. electric generator b.8. track inspection reports b.9. gas heating/cutting equipment b.10. welding equipment b.11. rail friction saw b.12. basic hand tools c. Materials may include putty and anti-splatter d. Safety hazards may include <ul style="list-style-type: none"> d.1. fire risk d.2. poor weather d.3. rail tensor failure(broken pins etc) d.4. electrified territory rail welding
8. Sources of information/documents may include	<ul style="list-style-type: none"> b. Information on procedures and codes may include <ul style="list-style-type: none"> b.1. OH&S legislation, codes of practice, policies and procedures b.2. organisational policies and procedures b.3. emergency procedure manuals b.4. two-way radio operation procedures b.5. safeworking regulations and procedures b.6. equipment operation manuals
9. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
10. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation /regulations/ standards may include <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies a.11. dangerous goods legislation a.12. electrified territory regulations a.13. relevant fire regulations

Evidence Guide

WELD RAIL USING FLASHBUTT TECHNIQUE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills for: <ul style="list-style-type: none"> a.1 Inspection of rail joints to determine suitability for welding a.2 Straightening and cutting of rail to standard to enable welding a.3 Setting up and use of flashbutt welder in accordance with operations instructions a.4 Inspection of welds to ensure satisfactory standard a.5 Grinding and pressing of rail to restore rail profile a.6 Timely and accurate completion of required documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other competency units that form part of a job role of a person required to rebore and regauge track, including: <ul style="list-style-type: none"> a.1 stressing rails a.2 manually handling materials a.3 reading & interpreting plans
3. Required knowledge and skills	<ul style="list-style-type: none"> a. operational procedures b. emergency procedures c. rail welding standards d. materials identification, handling and storage e. safety hazards f. ability to access obtain train information to contribute to a safe worksite g. follow workplace health and safety practices and procedures h. read and interpret technical information and reports i. first aid procedures j. fire control procedures k. welding operations l. use hand and portable power tools m. handling rail <p>Note: operators of mechanised equipment must have undertaken training and where appropriate hold the relevant licence, permit or certificate and be recognised as competent for the class of machinery being used</p>
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to track flashbutt welding situations and associated equipment, tools and resources in a real or appropriately simulated field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> f. Assessment may occur on the job or in an appropriately simulated environment. g. Competence should be demonstrated under normal working conditions on typical flashbutt activities as determined by the organisation.

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	3	2	3

DESCRIPTION

This unit covers the installation and removal of minor structures in rail industry contexts.

ELEMENT	PERFORMANCE CRITERIA
5. Plan and prepare installation/ removal	<ul style="list-style-type: none"> a. Type of structure to be installed is identified and planned according to requirements/specifications. b. Structure to be removed is identified, evaluated and best removal method is selected as required. c. Safety and environmental issues relative to the job are identified and addressed. d. Resources required for job are identified and organised as required to minimise delays.
6. Prepare structure/site for installation or removal	<ul style="list-style-type: none"> a. Structure and/or materials for installation are identified, obtained and prepared in accordance with work plan. a. Fasteners and components that are safe to be removed are identified and removed using appropriate methods to ensure safety and expediency. b. Appropriate protection is installed to in accordance with organisational requirements to ensure safe working conditions. c. Excavation is conducted to standards in accordance with organisational procedures and statutory requirements. d. Services are identified and disconnected by relevant personnel as required to ensure safe removal and compliance with regulations. e. Storage areas for demolished or new materials are identified and prepared.
7. Install structure	<ul style="list-style-type: none"> b. Fixtures and components are installed in accordance with identified requirements/specifications using appropriate methods to ensure safe process. c. Installed structure is checked against specified requirements/plans and all required adjustments are made.
8. Remove structure	<ul style="list-style-type: none"> a. Fixtures and components are removed in accordance with work plan using appropriate methods to ensure safe process. b. Dismantled materials are removed progressively using planned methods and equipment.
9. Clean up site	<ul style="list-style-type: none"> a. Site is cleaned up to remove unnecessary materials and restore site to environmentally sound and safe condition.

Range of Variables

INSTALL AND REMOVE MINOR STRUCTURES

VARIABLE	SCOPE
1. General context	a. Work is performed with some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Minor structures to be installed/removed may be situated in rolling stock or facilities in service within the Australian rail systems c. Tools and equipment may include <ul style="list-style-type: none"> c.1. front end loaders, back hoes, cranes c.2. hand tools c.3. small power tools c.4. crane and lifting gear c.5. compaction with rollers and wacker packer
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information on procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. organisational policies and procedures a.3. emergency procedure manuals a.4. equipment operation manuals b. Documentation may include <ul style="list-style-type: none"> b.1. work specifications b.2. patterns b.3. plans b.4. quality assurance documentation b.5. material lists b.6. maintenance specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation/regulations/standards may include <ul style="list-style-type: none"> a.1. workplace OH&S a.2. workplace regulations a.3. relevant state railway legislation/regulations a.4. Australian standards a.5. QA plans, data and document control a.6. technical instructions a.7. environmental policies

Evidence Guide

INSTALL AND REMOVE MINOR STRUCTURES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills for: <ul style="list-style-type: none"> a.1 suitable planning and organisation of work requirements a.2 understanding and application of occupational health and safety a.3 compliance with environmental issues and policies a.4 appropriate use of fasteners a.5 excavating foundation to standards a.6 arranging connection/disconnection of services through outside organisations a.7 appropriate use of equipment to achieve task
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to install/remove minor structures including: <ul style="list-style-type: none"> a.1. reading and interpreting plans a.2. preparing and excavating foundation a.3. cleaning up site
3. Required knowledge and skills	<ul style="list-style-type: none"> a. occupational health and safety b. environment protection c. safe working procedures d. emergency procedures manuals e. local authority procedures f. interpreting plans/specifications g. earthmoving equipment and methods h. clearances i. compaction and lifting methods j. use basic tools and equipment k. team work and oral communication l. measuring m. problem solving <p>Note: operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used</p>
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate equipment, tools and resources for the installation and removal of minor structures in a real or appropriately simulated workshop/field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for typical activities involving the installation and removal of minor structures as determined by the organisation.

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	2	2	3

DESCRIPTION

This unit covers the installation procedure for all structural assemblies in rail industry contexts.

ELEMENT	PERFORMANCE CRITERIA
1. Identify timber defects	<ul style="list-style-type: none"> a. Defects are located, identified and evaluated on site. b. Resources required for job are identified and organised for the scope of the work.
2. Prepare components	<ul style="list-style-type: none"> a. Components for job are selected and assessed for quality. b. Components are prepared ready for assembly according to requirements. c. Surface of components treated with correct method as required.
3. Assemble components	<ul style="list-style-type: none"> a. Components are assembled using appropriate lifting methods to ensure efficient and safe assembly. b. Connection locations are checked for clearances and tolerances so as to ensure correct fit. c. Fastening of components is performed to specification as required to maintain structural integrity.
4. Adjust level of structure	<ul style="list-style-type: none"> c. Level of structure is adjusted to required standard to maintain correct track geometry.
5. Install and remove temporary support	<ul style="list-style-type: none"> a. Appropriate temporary support structure is selected for job so as to ensure safe working conditions. b. Foundation for temporary support is prepared in accordance with required standard. c. Temporary support is fabricated and installed as required to ensure effective and safe support. d. Level of structure is checked and adjusted as required to maintain correct track geometry. e. Temporary support is removed after installation of structure assembly.
6. Install assembly	<ul style="list-style-type: none"> a. Assembly of components is carried out using appropriate lifting methods so as to ensure safe and efficient assembly. b. Assembly correctly slung and positioned to enable smooth fitting of assembly. c. Assembly fastened in position using correct fastening method to ensure structural integrity.
7. Check and monitor installation	<ul style="list-style-type: none"> a. Appropriate checks are made to ensure installed assembly conformity to plans. b. Assembly is monitored to ensure load bearing requirements are fulfilled and appropriate action taken as required.

Range of Variables

INSTALL A STRUCTURE ASSEMBLY

VARIABLE	SCOPE
1. General context	a. Work is performed with minimal supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Structure assemblies to be installed may be any used within the Australian rail systems c. Tools and equipment may include <ul style="list-style-type: none"> c.1. front end loaders c.2. back hoes c.3. cranes c.4. manual tools c.5. compression borer c.6. chain saw c.7. small power tools c.8. spanner hammers, c.9. crane, shoring material c.10. protective coating on surface faces d. Services may include <ul style="list-style-type: none"> d.1. electricity services d.2. water supply d.3. gas services d.4. sewerage/septic supply d.5. security services d.6. cables
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information on procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. organisational policies and procedures a.3. emergency procedure manuals a.4. equipment operation manuals b. Documentation may include <ul style="list-style-type: none"> b.1. work specifications b.2. patterns b.3. plans b.4. quality assurance documentation b.5. material lists b.6. maintenance specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation/regulations/standards may include <ul style="list-style-type: none"> a.1. workplace OH&S a.2. workplace regulations a.3. relevant state railway legislation/regulations a.4. emergency procedures manuals a.5. local authority procedures a.6. QA plans, data and document control a.7. technical instructions a.8. environmental policies

Evidence Guide

INSTALL A STRUCTURE ASSEMBLY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm appropriate knowledge and skills for:</p> <ul style="list-style-type: none"> a.1. suitable planning and organisation of work requirements a.2. understanding and application of occupational health and safety a.3. compliance with environmental issues and policies a.4. correct components are selected and assembled using appropriate methods a.5. components are lifted, assembled and fastened using appropriate methods and equipment a.6. correct fabrication of temporary support structure
<p>2. Interdependent assessment of units</p>	<p>b. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to install/remove minor structures including:</p> <ul style="list-style-type: none"> b.1. reading and interpreting plans b.2. preparing and excavating foundation
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. organisational policies and OHS requirements for load shifting b. fastening systems c. earthmoving equipment and methods d. identifying amounts of concrete to be used up to ground level and timber top e. interpreting plans/specifications f. measuring g. teamwork and oral communication h. basic tool and equipment usage i. problem solving <p>Note: operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used</p>
<p>4. Resource implications</p>	<p>a. Access is required to appropriate equipment, tools and resources for the installation of timber structure assemblies in a real or appropriately simulated workshop/field environment.</p>
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for typical activities involving the installation of timber structure assemblies as determined by the organisation.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	3	3	3

DESCRIPTION

This unit covers the installation and maintenance of rail lubricators in rail industry contexts.

ELEMENT	PERFORMANCE CRITERIA
1. Install lubricator	a. Rail is correctly prepared at lubrication site to enable correct fitting of lubricator. b. Lubricator is installed and tested to ensure correct functionality.
2. Maintain and monitor lubricator	a. Lubricator is cleaned and correctly adjusted to ensure correct functionality. b. Parts are replaced as required to ensure correct functionality. c. Lubricator is filled with appropriate lubricant. d. Lubricator is checked and adjusted to maintain correct functionality.
3. Remove lubricator	a. Preparations for the removal of the lubricator are made in accordance with organisational procedures. b. Lubricator is correctly removed and stowed in accordance with procedures.
4. Complete documentation	a. Required documentation is completed in accordance with workplace procedures.

Range of Variables

INSTALL AND MAINTAIN RAIL LUBRICATORS

VARIABLE	SCOPE
1. General context	a. Work is performed with minimal supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Rail lubricators to be installed and maintained may include any used within the Australian rail systems c. Equipment may include <ul style="list-style-type: none"> c.1. Pettibone c.2. basic hand tools and small plant c.3. rail lubricator d. Materials may include <ul style="list-style-type: none"> d.1. rail fastenings d.2. rail grease
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information on procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. organisational policies and procedures a.3. emergency procedure manuals a.4. equipment operation manuals b. Documentation may include <ul style="list-style-type: none"> b.1. work specifications b.2. quality assurance documentation b.3. maintenance specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation/ regulations/ standards may include <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies a.11. dangerous goods legislation a.12. electrified territory regulations

Evidence Guide

INSTALL AND MAINTAIN RAIL LUBRICATORS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills for: <ul style="list-style-type: none"> a.1. suitable planning and organisation of work requirements a.2. understanding and application of occupational health and safety a.3. compliance with environmental issues and policies a.4. correct fitting and operation of rail lubricators a.5. timely and accurate completion of required documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to install and maintain rail lubricators.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. organisational policies and OHS requirements for load shifting b. understanding of principles of rail lubrication and lubricators c. traffic densities and positioning determination d. obtaining train information to contribute to a safe worksite e. operation of relevant equipment f. teamwork and oral communication g. basic tool and equipment usage <p>Note: Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used</p>
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate equipment, tools and resources for the installation and maintenance of rail lubricators in a real or appropriately simulated workshop/field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for typical activities involving the installation and maintenance of rail lubricators as determined by the organisation.

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	2	2	3

DESCRIPTION

This unit covers the installation, maintenance and repair of temporary and permanent bonds and bonding cables.

ELEMENT	PERFORMANCE CRITERIA
1. Plan the installation and maintenance of traction and bonding systems	<ul style="list-style-type: none"> a. Works order including drawings, plans and material lists is received/accessed, analysed and confirmed, if necessary by site inspection. b. Work is prioritised/scheduled including site and relevant electrical permits. c. Resources including personnel, plant, equipment and tools are identified and scheduled. d. Liaison and communication issues with other personnel, authorities, clients and landowners are resolved.
2. Prepare the worksite	<ul style="list-style-type: none"> a. Personnel participating in task, including plant operators and contractors, are fully briefed. b. Site preparation is completed in accordance with works order. c. Specialist testing and earth equipment is inspected and replaced if defective. d. Road signs, barriers and warning devices are positioned. e. Safeworking practices are observed on or about the running track/line.
3. Install and maintain traction bonding cables	<ul style="list-style-type: none"> a. Systems and circuits are isolated as required, proved safe to work on in accordance with work plan and electrical permits are issued/accepted/relinquished. b. Cable and surrounds, including rail and other surfaces, are prepared to appropriate specifications. c. Bonds are attached in accordance with specifications. d. Joint and termination procedures are carried out in accordance with authorised work procedures. e. Continuity testing procedures are carried out as required. f. The system is commissioned following the conduct of a visual inspection, and the completion of other testing.
4. Conduct post-operational activities	<ul style="list-style-type: none"> a. Worksite is rehabilitated in accordance with organisational procedures. b. Work is completed in an agreed time and with a minimum waste. c. Notification, records and documentation for updating system data is completed.

Range of Variables

INSTALL AND MAINTAIN TRACTION BONDING

VARIABLE	SCOPE
1. General context	a. Work is performed with some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions b. Traction bonding cables to be installed and maintained may include all those in service in the Australian rail system c. Maintenance may include <ul style="list-style-type: none"> c.1. the diagnosis of faults and recommissioning c.2. the repair and replacement of cables and associated hardware d. Earthing and bonding systems may include <ul style="list-style-type: none"> d.1. permanent systems d.2. temporary systems d.3. grading rings d.4. earth grids e. Types of conductors may include <ul style="list-style-type: none"> e.1. steel e.2. steel rail e.3. copper e.4. aluminium and steel e.5. bare and sheathed cables e.6. single core e.7. stranded e.8. flexible f. Cables may include <ul style="list-style-type: none"> f.1. surface mounted f.2. aerial f.3. buried f.4. enclosed g. Permanent jointing and terminating materials may include <ul style="list-style-type: none"> g.1. polymeric tape materials g.2. polymeric heat shrink and covering materials g.3. exothermic welds g.4. crimped connections g.5. bolted connections. h. Temporary terminating components may include <ul style="list-style-type: none"> h.1. screwed earth/rail/conductor clamps h.2. clipped earth/rail/conductor clamps h.3. sticks h.4. testers
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information on procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. organisational policies and procedures a.3. emergency procedure manuals a.4. equipment operation manuals b. Documentation may include <ul style="list-style-type: none"> b.1. work specifications b.2. quality assurance documentation b.3. maintenance specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation / regulations / standards may include <ul style="list-style-type: none"> a.1. relevant organisation safeworking practices/procedures a.2. environmental requirements, a.3. manufacturers specifications, a.4. codes of practice, a.5. statutory requirements a.6. Australian standards a a.7. occupational health and safety standards. a.8. relevant state railway legislation/regulations a.9. QA plans, data and document control a.10. technical instructions

Evidence Guide

INSTALL AND MAINTAIN TRACTION BONDING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills for: <ul style="list-style-type: none"> a.1 correct use of traction cable installation/maintenance techniques a.2 correct interpretation of drawings and specifications a.3 correct use of equipment and tools a.4 correct updating of documentation a.5 adherence to workplace health and safety standards
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units of competency that form part of a job role of a person required to install and maintain traction cables.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. characteristics, capabilities and uses of types of cables b. cable testing and fault identification/location procedures c. testing and commissioning procedures, including testing and earth/rail connecting conductors d. traction earthing systems and bonding systems e. basic circuits for signalling and communications systems f. switching operation, isolation and access permit procedures g. electrical principles including ohm's law, voltage and current transformation, voltage drop, cable current capacities, inductance and capacitance, protection systems and devices h. reading and interpreting technical manuals and other documents i. the responsibilities and rights of other authorities, clients and landowners j. organisation environmental policies as they relate to worksites k. statutory/organisation traffic control requirements and guidance signals l. organisation OH&S instructions related to the installation and maintenance of cables m. first aid principles and practice, including rescue and resuscitation techniques n. relevant organisation documentation and records systems o. communicating plans, intentions and safety criteria to others p. jointing and terminating earthing and bonding cables q. guiding, using signals, operators of plant/equipment during the installation and maintenance of cables r. working at heights and in confined spaces s. performing basic and exothermic welding t. using hand tools and relevant plant and equipment
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate traction cable installation and maintenance activities and associated equipment, tools and resources in a real or appropriately simulated field environment.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions over the range of traction cable installation/maintenance activities as determined by the organisation.

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	3	3	3

Unit TDT RT 01 98A PREPARE WORKSITE

Field T Construction

DESCRIPTION:

This unit covers the preparing the worksite prior to construction.

ELEMENT	PERFORMANCE CRITERIA
11. Establish site	m. Work requirements are determined to identify the scope of the work and resources required. n. Site is cleared, levelled or modified as required to ensure safe and easy access. o. On site structures positioned to meet project needs in a safe and efficient manner. p. Arrangements are made for services installation through appropriate channels. q. Site security arranged as required to ensure safety and security of personnel and equipment. r. Barriers are identified and erected to meet site requirements to ensure the safety of personnel and visitors on site. s. Access roads are prepared for site to enable safe and easy access.

Range Of Variables

PREPARE WORKSITE

VARIABLE	SCOPE
1. General context	g. Work is performed under some supervision, generally within a team environment
18. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Structures may include <ul style="list-style-type: none"> d.1. portable offices d.2. toilet and shower amenities d.3. vehicular shelters d.4. storage shelves e. Services may include <ul style="list-style-type: none"> e.1. electricity services e.2. gas services e.3. water supply e.4. sewerage/septic supply e.5. security services
19. Sources of information/documents may include	<ul style="list-style-type: none"> a. Site requirements may be obtained from: <ul style="list-style-type: none"> a.1. safe working regulations a.2. workplace regulations a.3. quality improvements a.4. QA plans, data and document control a.5. workplace OH&S a.6. environmental policies a.7. technical instructions a.8. Australian Standards a.9. relevant state railway legislation/regulations a.10. local authority regulations and procedures
20. Workplace context may include	<ul style="list-style-type: none"> q. Work organisation procedures and practices r. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> r.1. workplace agreements and awards r.2. State, Federal or Territory Legislation
21. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> n. Occupational Health & Safety o. Environmental policies p. Local authority regulations/procedures q. Australian Standards

Evidence Guide

PREPARE WORKSITE

31. Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> g.1. level and clear site to requirements g.2. position site structures appropriately g.3. arrange other services through appropriate organisations g.4. establish barriers to ensure site safety g.5. select and appropriately use protective clothing g.6. locate, interpret and apply relevant information g.7. work effectively with others g.8. maintain workplace records g.9. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context g.10. follow the designated work plan for the job
32. Interdependent assessment of units	g. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
33. Required knowledge and skills	<p>f. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> f.1. occupational health and safety f.2. environment protection f.3. safe working procedures f.4. emergency procedures manuals f.5. local authority procedures f.6. drainage systems f.7. earthmoving equipment and methods f.8. negotiation f.9. organising
34. Resource implications	g. Access to worksite and job equipment
35. Consistency in performance	<p>ee. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> ee.1. describing consequences ee.2. completing tasks ee.3. identifying improvements ee.4. applying safety precautions relevant to the task ee.5. assessing operational capability of equipment used and work processes selected <p>ff. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> ff.1. job procedures and work instructions ff.2. quality procedures (where existing) ff.3. security procedures ff.4. following enterprise housekeeping processes <p>gg. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>hh. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>ii. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
36. Context for assessment	Assessment may occur on the job or in a simulated workplace

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

DESCRIPTION:

ELEMENT	PERFORMANCE CRITERIA
1. Review work orders	<ul style="list-style-type: none"> a. Work orders are reviewed to determine the scope and timings of the job requirements. b. Work is planned and scheduled to comply with work orders and to match resource availability. c. Approval to conduct a check of equipment operation is obtained in accordance with relevant operational rules and procedures. d. Authorised access to the worksite is arranged so that operations can commence to meet work requirements. e. Co-ordination arrangements with other appropriate personnel and end users are carried out to ensure required integrated work activities can be met. f. Arrangements are made to ensure that services that may be affected are noted and users advised of possible out of service times
2. Prepare worksite	<ul style="list-style-type: none"> j. Track clearance check is made before conducting equipment operation check to ensure safe train movement. k. Initial inspection of worksite is carried out if necessary, to establish preparatory site works. l. Arrangements are made to complete preparatory site works. m. Site is accessed giving regard to site safety and security requirements. n. Appropriate signage and other safety/security barricades/barriers are erected to ensure organisation's safety and security requirements are met. o. Other organisational parties whose services are/maybe affected by work activities are informed of work progress, to enable suitable arrangements to be implemented to minimise disruption to services.
3. Secure worksite	<ul style="list-style-type: none"> m. Worksite is maintained in a safe and secure manner following organisational procedures. n. Equipment, tools and materials are housed, covered and secured during work activities. o. Worksite is reinstated to organisation's requirements to ensure environmental standards and safety is maintained. p. All chemicals, lubricants and consumables used are disposed of in compliance with material safety data sheets and relevant OH&S codes and practices. q. Excess earthworks and debris are removed and salvage arrangements are made for decommissioned equipment.
4. Finalise work	<ul style="list-style-type: none"> a. Tools, materials and equipment are assessed for maintenance requirements for future work and faulty equipment is tagged and dispatched for repair where necessary. b. Documentation and maintenance records are completed in accordance with organisation's requirements. c. Communications with appropriate personnel are carried out in accordance with organisation's procedures to ensure accurate site work information is passed on. d. All work/activity is carried out in accordance with OH&S codes, policies and practices at all times.

Range Of Variables

ACCESS AND SECURE WORKSITES

VARIABLE	SCOPE		
1. General context	a. Work is performed under some supervision, generally within a team environment		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Work orders may include: <ul style="list-style-type: none"> d.1. work sheets, d.2. drawings, d.3. sketches, d.4. work instructions, d.5. work authorisations e. Resources may include both human and physical resources. f. Physical resources may include : <ul style="list-style-type: none"> f.1. structures, f.2. housings, f.3. parts, f.4. components, f.5. plant, f.6. equipment, f.7. tools and consumable. g. Site preparation may include: <ul style="list-style-type: none"> g.1. site clearance, g.2. cleaning, g.3. positioning, g.4. levelling, g.5. drainage, g.6. sub-foundation g.7. ground preparation. h. Site access may include: <ul style="list-style-type: none"> h.1. temporary vehicle access tracks, h.2. temporary rail crossings, h.3. fence panel removal, h.4. protection of paving/nature strips, h.5. temporary bridging, h.6. tree clearance. i. Worksite safety may include: <ul style="list-style-type: none"> i.1. barricades, i.2. witches hats, i.3. warning signage, i.4. hazard warning lights, i.5. roadside traffic management, i.6. rail traffic management, i.7. clearance from overhead electrical conductors, i.8. identification of utilities. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> j. Storage and security may include plant and materials. k. Preparation may include ensuring compliance with drawings and specifications, functionality. l. Worksite cleanup may include: <ul style="list-style-type: none"> l.1. removal of surplus soil, l.2. excess concrete, l.3. unused materials, l.4. waste, l.5. using internal and/or external services m. Retrieval and removal of decommissioned equipment from the work area may include <ul style="list-style-type: none"> m.1. signalling equipment, m.2. cable, m.3. track bonding, m.4. housings, m.5. structures. n. Worksite reinstatement may include: <ul style="list-style-type: none"> n.1. removal of temporary rail crossing, n.2. bridging, n.3. paving/nature strip protection, n.4. signage and barricades, n.5. fence restoration, n.6. levelling, n.7. top dressing, n.8. seeding and revegetation. o. Documentation may include form of written communications or electronic data communications. p. Communications with appropriate personnel may include: <ul style="list-style-type: none"> p.1. train control, p.2. supervisors, p.3. clients, p.4. contractors, p.5. government departments, p.6. Telstra and notification to end users. q. Communications equipment may include two way radios and/or telephones r. Authority to access the site or to operate equipment may be verbal or written as contained within the organisation's rules and procedures. Authorisation may come from project manager, maintenance manager, signals manager, train/ops control. </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Work orders may include: <ul style="list-style-type: none"> d.1. work sheets, d.2. drawings, d.3. sketches, d.4. work instructions, d.5. work authorisations e. Resources may include both human and physical resources. f. Physical resources may include : <ul style="list-style-type: none"> f.1. structures, f.2. housings, f.3. parts, f.4. components, f.5. plant, f.6. equipment, f.7. tools and consumable. g. Site preparation may include: <ul style="list-style-type: none"> g.1. site clearance, g.2. cleaning, g.3. positioning, g.4. levelling, g.5. drainage, g.6. sub-foundation g.7. ground preparation. h. Site access may include: <ul style="list-style-type: none"> h.1. temporary vehicle access tracks, h.2. temporary rail crossings, h.3. fence panel removal, h.4. protection of paving/nature strips, h.5. temporary bridging, h.6. tree clearance. i. Worksite safety may include: <ul style="list-style-type: none"> i.1. barricades, i.2. witches hats, i.3. warning signage, i.4. hazard warning lights, i.5. roadside traffic management, i.6. rail traffic management, i.7. clearance from overhead electrical conductors, i.8. identification of utilities. 	<ul style="list-style-type: none"> j. Storage and security may include plant and materials. k. Preparation may include ensuring compliance with drawings and specifications, functionality. l. Worksite cleanup may include: <ul style="list-style-type: none"> l.1. removal of surplus soil, l.2. excess concrete, l.3. unused materials, l.4. waste, l.5. using internal and/or external services m. Retrieval and removal of decommissioned equipment from the work area may include <ul style="list-style-type: none"> m.1. signalling equipment, m.2. cable, m.3. track bonding, m.4. housings, m.5. structures. n. Worksite reinstatement may include: <ul style="list-style-type: none"> n.1. removal of temporary rail crossing, n.2. bridging, n.3. paving/nature strip protection, n.4. signage and barricades, n.5. fence restoration, n.6. levelling, n.7. top dressing, n.8. seeding and revegetation. o. Documentation may include form of written communications or electronic data communications. p. Communications with appropriate personnel may include: <ul style="list-style-type: none"> p.1. train control, p.2. supervisors, p.3. clients, p.4. contractors, p.5. government departments, p.6. Telstra and notification to end users. q. Communications equipment may include two way radios and/or telephones r. Authority to access the site or to operate equipment may be verbal or written as contained within the organisation's rules and procedures. Authorisation may come from project manager, maintenance manager, signals manager, train/ops control.
<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Work orders may include: <ul style="list-style-type: none"> d.1. work sheets, d.2. drawings, d.3. sketches, d.4. work instructions, d.5. work authorisations e. Resources may include both human and physical resources. f. Physical resources may include : <ul style="list-style-type: none"> f.1. structures, f.2. housings, f.3. parts, f.4. components, f.5. plant, f.6. equipment, f.7. tools and consumable. g. Site preparation may include: <ul style="list-style-type: none"> g.1. site clearance, g.2. cleaning, g.3. positioning, g.4. levelling, g.5. drainage, g.6. sub-foundation g.7. ground preparation. h. Site access may include: <ul style="list-style-type: none"> h.1. temporary vehicle access tracks, h.2. temporary rail crossings, h.3. fence panel removal, h.4. protection of paving/nature strips, h.5. temporary bridging, h.6. tree clearance. i. Worksite safety may include: <ul style="list-style-type: none"> i.1. barricades, i.2. witches hats, i.3. warning signage, i.4. hazard warning lights, i.5. roadside traffic management, i.6. rail traffic management, i.7. clearance from overhead electrical conductors, i.8. identification of utilities. 	<ul style="list-style-type: none"> j. Storage and security may include plant and materials. k. Preparation may include ensuring compliance with drawings and specifications, functionality. l. Worksite cleanup may include: <ul style="list-style-type: none"> l.1. removal of surplus soil, l.2. excess concrete, l.3. unused materials, l.4. waste, l.5. using internal and/or external services m. Retrieval and removal of decommissioned equipment from the work area may include <ul style="list-style-type: none"> m.1. signalling equipment, m.2. cable, m.3. track bonding, m.4. housings, m.5. structures. n. Worksite reinstatement may include: <ul style="list-style-type: none"> n.1. removal of temporary rail crossing, n.2. bridging, n.3. paving/nature strip protection, n.4. signage and barricades, n.5. fence restoration, n.6. levelling, n.7. top dressing, n.8. seeding and revegetation. o. Documentation may include form of written communications or electronic data communications. p. Communications with appropriate personnel may include: <ul style="list-style-type: none"> p.1. train control, p.2. supervisors, p.3. clients, p.4. contractors, p.5. government departments, p.6. Telstra and notification to end users. q. Communications equipment may include two way radios and/or telephones r. Authority to access the site or to operate equipment may be verbal or written as contained within the organisation's rules and procedures. Authorisation may come from project manager, maintenance manager, signals manager, train/ops control. 		
3. Sources of information/documents may include	a. Accessing and securing requirements may be obtained from: <ul style="list-style-type: none"> a.1. work orders a.2. organisation's procedures a.3. OH&S codes, policies and practices a.4. Materials safety data sheets 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards 		

Evidence Guide

ACCESS AND SECURE WORKSITES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 follow correct procedures accurately followed a.2 observe site safety requirements a.3 apply environmental policies a.4 safe train operations a.5 correct communication procedures a.6 work orders correctly interpreted a.7 organisational health and safety requirements adhered to a.8 select and appropriately use protective clothing a.9 locate, interpret and apply relevant information a.10 work effectively with others a.11 maintain workplace records a.12 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.13 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 work orders a.2 organisation's procedures for site access a.3 site inspection techniques a.4 OH & S codes, policies and practices a.5 site security a.6 safe storage of materials and equipment a.7 environmental policies a.8 materials safety data sheets a.9 rail/train movement systems a.10 relevant communication systems and procedures a.11 heritage policies a.12 traffic management a.13 planning techniques a.14 interpreting technical data a.15 use of hand tools a.16 communications and communications equipment a.17 observation techniques a.18 rail operations and train movement
4. Resource implications	<p>a. Access to work orders, sites, security equipment, procedures, documentation.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	1	2	1

DESCRIPTION:

This unit covers the knowledge and skills to distribute new ballast and repair existing ballast both manual and mechanically.

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	a. Work requirements are determined for new ballast work and/or repair of existing ballast. b. Obstacles in work area are identified and removal organised as necessary to ensure smooth workflow following workplace procedures. c. Resources are organised to meet the scope of the job and work methods selected.
2. Ballast activity is undertaken	a. Appropriate site communications are established to ensure safe and efficient working conditions. b. Ballast profile is established through repair of existing ballast and/or distribution of new ballast to relevant standard by manual and/or mechanical methods c. Work is completed to meet track geometry requirements to ensure safe operation of trains.
3. Complete documentation	a. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

UNDERTAKE TRACK BALLAST ACTIVITIES

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.
2. Worksite environment may include	<ul style="list-style-type: none"> n. Operations conducted by day or night o. Work conducted in restricted spaces or exposed conditions or controlled or open environments p. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles i. Equipment may include: <ul style="list-style-type: none"> i.1. front end loaders i.2. ballast hoppers i.3. road trucks i.4. basic hand tools and small plant i.5. on track machinery (ie. tamper) i.6. ballast sled i.7. ballast undercutters i.8. ballast cleaners i.9. ballast forks, i.10. ballast regulators, i.11. other mechanical means j. Materials may include <ul style="list-style-type: none"> j.1. gravel ballast, j.2. crushed rock ballast, j.3. metal fines/road base k. Ballast profile may differ for different rail mass, rail types (non-welded, welded, curve and traffic tank) l. Methods may include <ul style="list-style-type: none"> l.1. ballast cleaning l.2. undercutting l.3. ballast sledging
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Ballasting requirements may be obtained from: <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

UNDERTAKE TRACK BALLAST ACTIVITIES

1. Critical aspects of evidence to be considered	<p>e. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> e.1. plan and organise work requirements e.2. select and use appropriate methods and equipment for restoring ballast profile e.3. restore track geometry to standard e.4. select suitable ballast for job requirements e.5. manage/conduct the loading and unloading of ballast from ballast e.6. discharge vehicle e.7. communicate effectively with team to ensure safe and efficient operations e.8. select and appropriately use protective clothing e.9. locate, interpret and apply relevant information e.10. work effectively with others e.11. maintain workplace records e.12. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context e.13. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function, for example, Planning, Cleaning up, Restoring ballast condition.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 restoration of ballast profiles/materials/methods a.2 function of ballast a.3 obtain train information to contribute to a safe worksite a.4 follow workplace health and safety practices and procedures a.5 ballast flow rates a.6 ballast hopper operation
4. Resource implications	<p>a. Access to ballast, tracks equipment, site location, work plans.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	2	2

DESCRIPTION:

This unit covers the skills required to replace railway sleepers, including the replacement of existing sleepers where necessary.

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	a. Work requirements are determined to identify scope of work and resources required. b. Plan for the laying of new sleepers is developed taking into account workplace requirements concerning the removal of existing sleepers as appropriate
2. Select and use appropriate equipment	a. Plant, equipment, materials, personnel and other relevant resources identified and coordinated to minimise delays and maximise workflow b. Personnel briefed on safety precautions as required to ensure each member is aware of their relative roles in the team. c. Site cleared to provide safe working environment and appropriate vehicular access.
3. Sleeper replacement undertaken	a. Where necessary unserviceable sleepers are extracted in a safe manner using manual or mechanical means and disposed of in appropriate manner b. New sleeper is placed to appropriate standards using relevant manual or mechanical means to minimise risk of injuries. c. Rail plates are installed where required to ensure adequate bearing and fastening. d. Sleeper is suitably supported by appropriate means e. Work is completed to meet track geometry requirements
4. Complete documentation	a. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

REPLACE RAILWAY SLEEPERS

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 mechanical handling/lifting equipment d.2 basic hand tools d.3 fastening equipment e. Sleeper spacings may vary according to sleeper types or traffic tanks. f. Insulation pads may be required. g. Fastenings relevant to rail mass. h. Removal and insertion may be mechanical or manual
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Sleeper replacement requirements may be obtained from: <ul style="list-style-type: none"> a.1. workplans a.2. technical instructions a.3. environmental policies a.4. Australian standards a.5. local authority regulations a.6. qa plans, data and documents a.7. workplace procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

REPACE RAILWAY SLEEPERS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <p>a.1 select and appropriately use protective clothing</p> <p>a.2 locate, interpret and apply relevant information</p> <p>a.3 work effectively with others</p> <p>a.4 maintain workplace records</p> <p>a.5 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context</p> <p>a.6 follow the designated work plan for the job</p>
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function, for example, competencies related to planning jobs, materials handling, cleaning up the worksite.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <p>a.1 obtaining train information to contribute to a safe worksite</p> <p>a.2 following workplace health and safety practices and procedures</p> <p>a.3 identification of defective sleepers</p> <p>a.4 replacement of sleepers with regard to maintaining track geometry</p>
4. Resource implications	<p>a. Access to sleepers, tools and equipment, work plans, technical instructions.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <p>a.1 describing consequences</p> <p>a.2 completing tasks</p> <p>a.3 identifying improvements</p> <p>a.4 applying safety precautions relevant to the task</p> <p>a.5 assessing operational capability of equipment used and work processes selected</p> <p>b. Shows evidence of application of relevant workplace procedures including:</p> <p>b.1 job procedures and work instructions</p> <p>b.2 quality procedures (where existing)</p> <p>b.3 security procedures</p> <p>b.4 following enterprise housekeeping processes</p> <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	2	2

DESCRIPTION:

This unit covers the skills required to prepare and install rail in the Australian rail system

ELEMENT	PERFORMANCE CRITERIA
1. Identify and determine replacement requirements	<ul style="list-style-type: none"> a. Causes of defects are identified and reported in order to minimise possible future defects. b. Scope of work is determined and resources arranged. c. Variations in quality due to process or materials faults are identified and acted upon in accordance with organisation procedures. d. Rail weight/dimensions are measured and checked to ensure compliance with standards. e. Unusual requirements are identified and checked with relevant person to verify compliance.
2. Prepare and install rail	<ul style="list-style-type: none"> e. Rails are loaded and unloaded using approved methods to minimise risk to health and safety and minimise efficiency. f. Rails are cut to required length to minimise delays and wastage. g. Rails are drilled to standard and/or prepared for welding as required to ensure smooth workflow. h. Rails are pressed to the correct curvature if required to ensure correct track geometry is maintained to standard i. Existing rail is removed using appropriate equipment or manual method. j. New rail is lifted into place using appropriate equipment or manual method maximising efficiency and minimising risk of injuries
3. Install rail joint	<ul style="list-style-type: none"> a. Rail joint is assembled and installed to specifications following organisational procedures b. Surfaces and component parts are checked for insulation, lubrication and correct spacing and correct installation to specification and work procedures
4. Fasten rail to sleeper fastening system Complete the work	<ul style="list-style-type: none"> a. Identify type of fastening system required. b. Install required fastening/anchoring system using appropriate equipment and methods to ensure integrity of the rail fastening system
5. Stress Rail	<ul style="list-style-type: none"> a. Measurements are calculated from relevant data to ensure stressing is conducted within specifications. b. Fastenings and anchor points are released as necessary to allow stressing to occur c. Rail length is adjusted using appropriate method to achieve desired rail stress d. Rail is refastened or anchored to requirements using appropriate methods
6. Complete Documentation	<ul style="list-style-type: none"> a. Completed work is checked for compliance to standards to ensure safe operations of trains. b. Required documentation is completed in accordance with workplace procedures

Range Of Variables

INSTALL RAIL

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment. b. Work is performed in accordance with the requirements of the Australian rail systems c. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1 mechanical handling/lifting equipment d.2 track machines d.3 basic hand tools d.4 rail tensors d.5 rail heaters d.6 rail threaders d.7 fastening equipment d.8 cutting and boring equipment d.9 impact wrench, grinder, tension wrench d.10 friction rail saw, velocity rail punch e. Materials may include: <ul style="list-style-type: none"> e.1 fastenings e.2 plates e.3 anchors e.4 bolts e.5 nuts e.6 washer clips e.7 shims e.8 rail jewelry f. gamet sand, huck bolts, glue Rail joint parts and surroundings to be checked include: <ul style="list-style-type: none"> f.1 joint insulation f.2 expansion gap f.3 fishbolts f.4 sleeper f.5 sleeper fastening f.6 rail anchoring and rail bonds f.7 track geometry g. Fastening may include: <ul style="list-style-type: none"> g.1 pandrols g.2 static fastenings g.3 dogspikes g.4 bolts g.5 rail fasteners g.6 coach screws
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation requirements may be obtained from: <ul style="list-style-type: none"> a.1. works orders a.2. organisation personnel a.3. rail inspections timekeeping records a.4. trackworker's standard manual a.5. bridge workers manual
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to installation and replacement of rail structures. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Rails on curves may require pressing. d. Special transitional rails may be required between changes of mass/wear. e. Rail types may vary according to traffic tank (head hardened). f. Standards/regulations may include: <ul style="list-style-type: none"> f.1 safe working regulations f.2 local authority regulations f.3 workplace regulations f.4 relevant State railway legislation/regulations f.5 quality improvements f.6 QA plans, data and document control f.7 technical instructions
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relevant to installation and replacement of rail. b. Australian Standards c. Environmental Protection Act

Evidence Guide

INSTALL RAIL

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 identify rail defects accurately a.2 measure and repair required rail a.3 operate equipment safely a.4 refasten and adjust rail safely a.5 select and appropriately use protective clothing a.6 locate, interpret and apply relevant information a.7 work effectively with others a.8 maintain workplace records a.9 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.10 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 rail stressing procedures a.2 rail defects a.3 obtain train information to contribute to a safe worksite a.4 follow workplace health and safety practices and procedures a.5 effective application of rerailing techniques
4. Resource implications	<p>a. Access to equipment, transport, communication equipment, personnel, works orders, safety information and equipment.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	2	1	2

Unit TDT RT 06 98A

MAINTAIN TRACK

Field T

Construction

DESCRIPTION:

This unit covers the skills and knowledge required to maintain track in the Australian rail system

ELEMENT	PERFORMANCE CRITERIA
1. Identify and determine replacement requirements	<ul style="list-style-type: none">a. Scope of work is determined and resources arranged.b. Rail adjustment, alignment and anchoring exceedances and other deficiencies affecting rail adjustments are identified in accordance with worksite procedures.c. Rail adjustment exceedances are located to enable repairs to be effected.d. Appropriate adjustment method are selected to ensure meets standard
2. Rebore and regauge track	<ul style="list-style-type: none">a. Fastenings are removed according to standard to enable rail to be adjusted.b. Rail seat is checked and prepared in accordance with standard procedures.c. Sleeper is bored as required using appropriate equipment and methods to allow fitting of appropriate fasteners.
3. Maintain rail joint	<ul style="list-style-type: none">a. Rail joint is adjusted to specifications following organisational proceduresb. Surfaces and component parts are checked for insulation, lubrication and correct spacing and correct installation to specification and work procedures
4. Complete Documentation	<ul style="list-style-type: none">a. Required documentation is completed in accordance with workplace procedures

Range Of Variables

MAINTAIN TRACK

VARIABLE	SCOPE		
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment. b. Work is performed in accordance with the requirements of the Australian rail systems c. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used. 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> q. Operations conducted by day or night. r. Work conducted in restricted spaces or exposed conditions or controlled or open environments. s. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. m. Equipment may include: <ul style="list-style-type: none"> m.1. mechanical handling/lifting equipment m.2. track machines m.3. basic hand tools m.4. rail tenses m.5. rail heaters m.6. rail threaders m.7. fastening equipment m.8. cutting and boring equipment m.9. impact wrench, grinder, tension wrench m.10. friction rail saw, velocity rail punch </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> n. Materials may include: <ul style="list-style-type: none"> n.1. fastenings n.2. plates n.3. anchors n.4. bolts n.5. nuts n.6. washer clips n.7. shims n.8. rail jewelry o. gamet sand, huck bolts, glue Rail joint parts and surroundings to be checked include: <ul style="list-style-type: none"> o.1. joint insulation o.2. expansion gap o.3. fishbolts o.4. sleeper o.5. sleeper fastening o.6. rail anchoring and rail bonds o.7. track geometry p. Fastening may include: <ul style="list-style-type: none"> p.1. pandrols p.2. static fastenings p.3. dogspikes p.4. bolts p.5. rail fasteners p.6. coach screws </td> </tr> </table>	<ul style="list-style-type: none"> q. Operations conducted by day or night. r. Work conducted in restricted spaces or exposed conditions or controlled or open environments. s. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. m. Equipment may include: <ul style="list-style-type: none"> m.1. mechanical handling/lifting equipment m.2. track machines m.3. basic hand tools m.4. rail tenses m.5. rail heaters m.6. rail threaders m.7. fastening equipment m.8. cutting and boring equipment m.9. impact wrench, grinder, tension wrench m.10. friction rail saw, velocity rail punch 	<ul style="list-style-type: none"> n. Materials may include: <ul style="list-style-type: none"> n.1. fastenings n.2. plates n.3. anchors n.4. bolts n.5. nuts n.6. washer clips n.7. shims n.8. rail jewelry o. gamet sand, huck bolts, glue Rail joint parts and surroundings to be checked include: <ul style="list-style-type: none"> o.1. joint insulation o.2. expansion gap o.3. fishbolts o.4. sleeper o.5. sleeper fastening o.6. rail anchoring and rail bonds o.7. track geometry p. Fastening may include: <ul style="list-style-type: none"> p.1. pandrols p.2. static fastenings p.3. dogspikes p.4. bolts p.5. rail fasteners p.6. coach screws
<ul style="list-style-type: none"> q. Operations conducted by day or night. r. Work conducted in restricted spaces or exposed conditions or controlled or open environments. s. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. m. Equipment may include: <ul style="list-style-type: none"> m.1. mechanical handling/lifting equipment m.2. track machines m.3. basic hand tools m.4. rail tenses m.5. rail heaters m.6. rail threaders m.7. fastening equipment m.8. cutting and boring equipment m.9. impact wrench, grinder, tension wrench m.10. friction rail saw, velocity rail punch 	<ul style="list-style-type: none"> n. Materials may include: <ul style="list-style-type: none"> n.1. fastenings n.2. plates n.3. anchors n.4. bolts n.5. nuts n.6. washer clips n.7. shims n.8. rail jewelry o. gamet sand, huck bolts, glue Rail joint parts and surroundings to be checked include: <ul style="list-style-type: none"> o.1. joint insulation o.2. expansion gap o.3. fishbolts o.4. sleeper o.5. sleeper fastening o.6. rail anchoring and rail bonds o.7. track geometry p. Fastening may include: <ul style="list-style-type: none"> p.1. pandrols p.2. static fastenings p.3. dogspikes p.4. bolts p.5. rail fasteners p.6. coach screws 		
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation requirements may be obtained from: <ul style="list-style-type: none"> a.6. works orders a.7. organisation personnel a.8. rail inspections timekeeping records a.9. trackworker's standard manual a.10. bridge workers manual 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to installation and replacement of rail structures. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation c. Rails on curves may require pressing. d. Special transitional rails may be required between changes of mass/wear. e. Rail types may vary according to traffic tank (head hardened). f. Standards/regulations may include: <ul style="list-style-type: none"> f.1. safe working regulations f.2. local authority regulations f.3. workplace regulations f.4. relevant State railway legislation/regulations f.5. quality improvements f.6. QA plans, data and document control f.7. technical instructions 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relevant to installation and replacement of rail. b. Australian Standards c. Environmental Protection Act 		

Evidence Guide

MAINTAIN TRACK

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 identify rail defects accurately a.2 measure and repair required rail a.3 operate equipment safely a.4 refasten and adjust rail safely a.5 select and appropriately use protective clothing a.6 locate, interpret and apply relevant information a.7 work effectively with others a.8 maintain workplace records a.9 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.10 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 rail stressing procedures a.2 rail defects a.3 obtain train information to contribute to a safe worksite a.4 follow workplace health and safety practices and procedures a.5 effective application of rerailing techniques
4. Resource implications	<p>a. Access to equipment, transport, communication equipment, personnel, works orders, safety information and equipment.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	2	1	2

DESCRIPTION:

This unit covers the skills required to construct and maintain a retaining wall.

ELEMENT	PERFORMANCE CRITERIA
1. Identify materials	<ul style="list-style-type: none"> a. Work requirements are determined to identify scope of work and resources required. b. Materials required for job are identified and quantities estimated to ensure appropriateness for job. c. Materials list is prepared to facilitate ordering and minimise wastage.
2. Excavate footing	<ul style="list-style-type: none"> a. Most suitable method of excavation is identified to ensure safe and effective operation. b. Footings are excavated to standard using correct methods under appropriate supervision.
3. Construct wall	<ul style="list-style-type: none"> a. Suitable posts are installed, braced and concreted in correct position using appropriate methods to enable solid wall. b. Bracing is removed and suitable wall/s installed using correct lifting procedures and equipment to minimise risk of injuries. c. Drainage is installed or maintained using appropriate methods to prevent saturation of wall foundation. d. Site is backfilled and compacted using appropriate methods to standards to ensure stable foundation.

Range Of Variables

MAINTAIN AND ERECT RETAINING WALLS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 graders, d.2 front end loaders, d.3 back hoes, d.4 crane, d.5 form work, d.6 reinforcement material for backfilling to be compacted e. Services may include <ul style="list-style-type: none"> e.1 electricity services e.2 sewerage/septic supply e.3 gas services e.4 security services e.5 water supply
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Wall requirements may be obtained from: <ul style="list-style-type: none"> a.1. relevant industry standards a.2. occupational health and safety policies a.3. work place regulations a.4. quality assurance programs a.5. environmental regulations
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

MAINTAIN AND ERECT RETAINING WALLS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 use appropriate equipment and methods to excavate site a.2 construct and maintain retaining wall a.3 backfill and compact fill to standard a.4 complete of earthworks to plan a.5 establish correct drainage systems a.6 tools, equipment and materials are appropriate for the task a.7 select and appropriately use protective clothing a.8 locate, interpret and apply relevant information a.9 work effectively with others a.10 maintain workplace records a.11 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.12 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly cleaning up the worksite, backfilling and compacting sites and conducting field surveys.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 problem solving and decision making a.2 applicable safety equipment is used/worn a.3 basic mechanical knowledge a.4 drainage requirements a.5 soil types a.6 sound communication skills a.7 workplace protection a.8 reading and drawing
4. Resource implications	<p>a. Access to appropriate tools and equipment, workplans, safety equipment, site location, wall materials.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

DESCRIPTION:

This unit covers the skills required to construct temporary supports for the track.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare foundation	<ul style="list-style-type: none"> a. Work requirements are determined to identify scope of work and resources required b. Foundation as required is prepared in accordance with site requirements and to specifications.
2. Prepare fabricate and install temporary support	<ul style="list-style-type: none"> a. Components required for temporary support are identified and organised as required so as to minimise delays. b. Component surfaces are treated with appropriate coating as required to prevent degradation of components. c. Temporary support is installed using appropriate lifting procedures to minimise risk of injuries. d. Level and alignment is adjusted where required to rail bridges to the correct geometry and profile. e. Temporary support is adjusted and secured to ensure full bearing achieved to ensure integrity and safety of structure.
3. Monitor temporary support	<ul style="list-style-type: none"> a. Temporary support is inspected at required intervals to identify potential faults or defects that may effect structural integrity. b. Temporary support is adjusted as required to ensure safe operation. c. Maintenance reports, are completed in an accurate and timely manner, where required following organisational procedures.

Range Of Variables

INSTALL AND MAINTAIN A TEMPORARY TRACK SUPPORT

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 front end loaders, back hoes, cranes d.2 manual tools d.3 small power tools d.4 crane, bars, hammer and spanner d.5 chain saw d.6 compression borer e. Support structures may include: <ul style="list-style-type: none"> e.1 overpinning e.2 underpinning e.3 pig sties
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Temporary support requirements may be obtained from: <ul style="list-style-type: none"> a.1 occupational health and safety policies a.2 environment protection policies a.3 safe working procedures a.4 emergency procedures manuals a.5 local authority procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

INSTALL AND MAINTAIN A TEMPORARY TRACK SUPPORT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 plan and organise work requirements a.2 prepare foundations a.3 identify and prepare components a.4 check solid base required and load bearing a.5 inspect, monitor structure a.6 complete appropriate documentation a.7 select and appropriately use protective clothing a.8 locate, interpret and apply relevant information a.9 work effectively with others a.10 maintain workplace records a.11 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.12 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function, for example, reading and interpreting plans, carrying out excavations, maintaining track geometry.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 environment protection a.2 safe working procedures a.3 emergency procedures manuals a.4 local authority procedures a.5 interpreting plans/specifications a.6 earthmoving equipment and methods a.7 support structures such as overpinning, underpinning and pig sties a.8 interpreting plans/specifications a.9 earthmoving equipment and methods a.10 measuring a.11 teamwork and oral communication a.12 basic tool and equipment usage a.13 problem solving
4. Resource implications	<p>a. Access to tools and equipment, excavation equipment, track, work plans.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	2	2

Unit TDT RT 09 98A

INSTALL AND MAINTAIN STRUCTURAL FASTENING SYSTEMS

Field T

Construction

DESCRIPTION:

This unit covers the skills required to install and maintain structural fastening systems on tracks.

ELEMENT	PERFORMANCE CRITERIA
1. Identify requirements	<ul style="list-style-type: none">a. Job is inspected to identify defects to determine maintenance operations.b. Appropriate fastening system is chosen to suit job requirements.c. Appropriate tools and equipment are selected for job to facilitate the effective replacement/repair of components.
2. Install fastening/anchoring system	<ul style="list-style-type: none">a. Selected fastening systems are installed using appropriate equipment to required standards.
3. Maintain fastening anchoring system	<ul style="list-style-type: none">a. Fastening systems are inspected regularly to identify faults or maintenance requirements.b. Faults identified are rectified using appropriate methods to the required standard to maintain integrity of rail fastening systems.
4. Complete documentation	<ul style="list-style-type: none">a. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

INSTALL AND MAINTAIN STRUCTURAL FASTENING SYSTEMS

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 manual tools d.2 small power tools d.3 creep markers to be placed on large bridges with welded rails d.4 zero tool load preferred with pandol plates and fasteners
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation and maintenance requirements may be obtained from: <ul style="list-style-type: none"> a.1 occupational health and safety a.2 environment protection a.3 safe working procedures a.4 emergency procedures manuals a.5 local authority procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

INSTALL AND MAINTAIN STRUCTURAL FASTENING SYSTEMS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 identify defects and appropriate repair methods a.2 identify and install appropriate fastening systems for job requirements a.3 inspect and monitor rail fastening systems to identify potential faults and defects a.4 select and appropriately use protective clothing a.5 locate, interpret and apply relevant information a.6 work effectively with others a.7 maintain workplace records a.8 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 environment protection a.2 safe working procedures a.3 emergency procedures manuals a.4 local authority procedures a.5 use of explosive tools a.6 interpreting plans/specifications
4. Resource implications	<p>a. Access to tools and equipment, rail fastening systems.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	3	1	2	2

Unit TDT RT 10 98A

INSTALL AND MAINTAIN FENCES AND GATES

Field T

Construction

DESCRIPTION:

This unit covers the skills required to install fences and gates, including selecting correct materials, excavating area and performing repairs and maintenance.

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare materials	<ul style="list-style-type: none">a. Work requirements are determined to identify scope of work and resources required.b. Materials required for job are selected with regard to durability, availability and cost effectiveness.c. Materials are prepared using appropriate methods and tools.
2. Dig holes and excavate	<ul style="list-style-type: none">a. Site is cleared and excavations made as required to ensure access and safe working conditions.b. Holes are dug to requirements using appropriate methods and equipment to enable safe construction of fence.
3. Install components	<ul style="list-style-type: none">a. Poles/posts are concreted or compacted into position according to job requirements.b. Wire is strung and tensioned to standard where required.c. Fencing is constructed to appropriate standards.
4. Perform repairs and maintenance	<ul style="list-style-type: none">a. Defective materials/components are removed and replaced as required to ensure correct operation and function of fence or gate.b. Tools and equipment are stored security, following safety guidelines.

Range Of Variables

INSTALL AND MAINTAIN FENCES AND GATES

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Tools and equipment may include: <ul style="list-style-type: none"> d.1 graders, front end loaders, back hoes, cranes d.2 holes diggers, augers d.3 manual tools d.4 small power tools d.5 concrete mixer if ready to mix not accessible d.6 locks on gates
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation and maintenance requirements may be obtained from: <ul style="list-style-type: none"> a.1 work orders a.2 organisation personnel a.3 site inspections a.4 organisation procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to construction. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Regulations/standards may include: <ul style="list-style-type: none"> c.1 safe working measures c.2 emergency procedures manuals c.3 local authority procedures d. Materials may include: <ul style="list-style-type: none"> d.1 timber d.2 wire d.3 nails d.4 iron fence posts
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relating to construction b. Environmental Protection Act

Evidence Guide

INSTALL AND MAINTAIN FENCES AND GATES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 suitably plan and organise work requirements a.2 select and prepare suitable materials a.3 clear and excavate the site appropriately a.4 concrete and compact poles a.5 string and tension fencing wire a.6 remove and replace defective components a.7 select and appropriately use protective clothing a.8 locate, interpret and apply relevant information a.9 work effectively with others a.10 maintain workplace records a.11 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function such as planning, interpreting plans, prepare and clean up worksite.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 Following environmental protection policies a.2 following safe working procedures a.3 understanding emergency procedures manuals a.4 understanding local authority procedures a.5 ability to interpret plans and specifications a.6 use earthmoving equipment and methods a.7 fence construction techniques a.8 teamwork and oral communication a.9 basic tool and equipment usage
4. Resource implications	<p>a. Access to equipment, tools, personnel, safety equipment, works order and requirements, organisation procedures.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	1	1	2

DESCRIPTION:

This unit covers the skills required to install structures required for overhead wiring. This may include excavation, concrete work and formwork construction.

ELEMENT	PERFORMANCE CRITERIA
1. Plan installation	<ul style="list-style-type: none"> a. Work requirements are determined to identify scope of work and resources required. b. Type of overhead wiring structure required for job is identified and organised.
2. Prepare for installation	<ul style="list-style-type: none"> a. Footings are prepared and excavated to standard following workplace procedures. b. Formwork is installed to standard following workplace procedures. c. Concrete reinforcing is installed to standard following workplace procedures. d. Concrete is mixed and placed to standard following workplace procedures. e. Hold down plates/bolts placed into concrete to correct dimensions to enable fitting of overhead wiring structure.
3. Install components	<ul style="list-style-type: none"> a. Components assembled onto bridge section as required in preparation for installation. b. Masts and other components positioned and installed as required following accepted workplace structure. c. Fastening systems installed to standard to ensure the integrity of the overhead wiring structure.
4. Complete documentation	<ul style="list-style-type: none"> a. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

INSTALL OVERHEAD WIRING STRUCTURE

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 graders, front end loaders, back hoes, cranes d.2 manual tools d.3 small power tools d.4 angler borer and reinforcement cage and base bolts.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation requirements may be obtained from: <ul style="list-style-type: none"> a.1. work plans a.2. occupational health and safety a.3. environment protection a.4. safe working procedures a.5. emergency procedures manuals a.6. local authority procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

INSTALL OVERHEAD WIRING STRUCTRE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. suitable planning and organisation of work requirements a.2. reading and interpreting plans a.3. preparation and excavation footings a.4. construction, installation and removal of formwork a.5. construction and installation of concrete reinforcing a.6. mixing and placement concrete and cementious products a.7. assembly of structural components using appropriate fastening systems a.8. select and appropriately use protective clothing a.9. locate, interpret and apply relevant information a.10. work effectively with others a.11. maintain workplace records a.12. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.13. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function, for example, competencies related to concrete work, formwork installation, excavation.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. occupational health and safety a.2. local authority procedures a.3. environment protection a.4. safe working procedures a.5. emergency procedures manuals a.6. interpreting plans/specifications a.7. earthmoving equipment and methods a.8. surveying a.9. compaction testing a.10. basic tool and equipment usage a.11. use of levelling equipment a.12. problem solving a.13. measuring a.14. teamwork and oral communication
4. Resource implications	<p>a. Access to tools and equipment, formwork, concrete reinforcing, footings, workplans.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	2	2

Unit TDT RT 12 98A

INSTALL AND MAINTAIN ROCK STRUCTURES

Field T

Construction

DESCRIPTION:

This unit covers the skills to check and maintain rock structures used in rail surrounds.

ELEMENT	PERFORMANCE CRITERIA
1. Investigate site	<ul style="list-style-type: none">a. Site is inspected to determine extent of works to identify the scope of work and resources required.b. Site is inspected for potential hazards to ensure safe working conditions.c. Materials, if required are delivered to site and located in designated area, clean and free of debris.
2. Carry-out repairs	<ul style="list-style-type: none">a. Loose material is removed or secured using appropriate equipment and methods.b. Integrity of signalling and electrification structures is maintained to ensure continued functionality.c. Stability problems are corrected using appropriate equipment and methods to return structure to standard.d. Rock bolts are maintained to correct tension to stabilise structure.e. Drainage systems are maintained to standard to prevent water damage of structure.f. Detailed and accurate records are maintained if required.g. Area is monitored on a regular basis to identify defects and ongoing maintenance requirements.

Range Of Variables

INSTALL AND MAINTAIN ROCK STRUCTURES

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include all hand and power tools. e. Materials may include drainage materials, materials required to fortify structure.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Requirements may be obtained from: <ul style="list-style-type: none"> a.1. work plans a.2. workplace procedures a.3. occupational health and safety a.4. work place regulations, a.5. quality assurance programs, a.6. environmental regulations.
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards

Evidence Guide

INSTALL AND MAINTAIN ROCK STRUCTURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. plan and organise work requirements a.2. remove and replace materials a.3. stabilise structure a.4. install and maintain drainage systems a.5. complete required documentation a.6. select and appropriately use protective clothing a.7. locate, interpret and apply relevant information a.8. work effectively with others a.9. maintain workplace records a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11. follow the designated work plan for the job
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. problem solving and decision making a.2. application safety equipment is used/worn a.3. basic mechanical knowledge a.4. communication skills a.5. workplace protection a.6. qualified to operate appropriate plant
4. Resource implications	a. Access to tools and equipment required to maintain rock structures, work plans, procedures
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	a. Assessment may occur on the job or in a simulated workplace

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	1	2	1

DESCRIPTION:

This unit of competency encompasses the use of chemical repair products on concrete structures including bridges, drains, pits, sumps, inspection opening, tunnel portals/linings and sleepers.

ELEMENT	PERFORMANCE CRITERIA
1. Determine work requirements	<ul style="list-style-type: none"> a. Identified defect is inspected thoroughly to establish best means of repair. b. Work requirements are determined to identify scope of work and resources required.
2. Apply repair method	<ul style="list-style-type: none"> a. Components and surfaces are cleaned and prepared in accordance with manufacturers or work instructions to ensure maximum bond strength. b. Chemical repair product is mixed and prepared in accordance with manufacturers or work instructions to ensure maximum bond strength. c. Chemical repair product is applied in accordance with manufacturers or work instructions to minimise waste and maximise effectiveness. d. Repair site is cleaned of excess repair product to ensure clean finish. e. Repair is stabilised and supported using appropriate method until joint is sufficiently cured to enable maximum bond strength. f. Chemical repair product is used in a safe and environmentally sound manner to minimise health and safety risks to personnel.
3. Complete documentation	<ul style="list-style-type: none"> a. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

MIX AND PLACE CHEMICAL REPAIR PRODUCTS

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 small hand tools d.2 special safety equipment for handling chemicals e. Materials may include <ul style="list-style-type: none"> e.1 epoxy resins e.2 dry clad and other similar products
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Repair requirements may be obtained from: <ul style="list-style-type: none"> a.1 safe working regulations a.2 workplace regulations a.3 quality improvements a.4 QA plans, data and document control a.5 workplace OH&S a.6 environmental policies a.7 technical instructions a.8 Australian Standards a.9 relevant state railway legislation/regulations a.10 local authority regulations and procedures a.11 material safety data sheets
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards e. Dangerous goods legislation

Evidence Guide

MIX AND PLACE CHEMICAL REPAIR PRODUCTS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <p>a.1. suitable planning and organisation of work requirements</p> <p>a.2. correct preparation and application of chemical repair products</p> <p>a.3. – must be able to work independently and in a team situation</p> <p>a.4. select and appropriately use protective clothing</p> <p>a.5. locate, interpret and apply relevant information</p> <p>a.6. work effectively with others</p> <p>a.7. maintain workplace records</p> <p>a.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context</p> <p>a.9. follow the designated work plan for the job</p>
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <p>a.1. reading and interpreting plans</p> <p>a.2. safe working regulations</p> <p>a.3. occupational health and safety</p> <p>a.4. licence requirements</p> <p>a.5. mixing and applying chemical repair products</p> <p>a.6. basic hand tool and small plant usage</p>
4. Resource implications	a. Access to chemical repair products, specifications, safety equipment.
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <p>a.1. describing consequences</p> <p>a.2. completing tasks</p> <p>a.3. identifying improvements</p> <p>a.4. applying safety precautions relevant to the task</p> <p>a.5. assessing operational capability of equipment used and work processes selected</p> <p>b. Shows evidence of application of relevant workplace procedures including:</p> <p>b.1. job procedures and work instructions</p> <p>b.2. quality procedures (where existing)</p> <p>b.3. security procedures</p> <p>b.4. following enterprise housekeeping processes</p> <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	a. Assessment may occur on the job or in a simulated workplace

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	2

DESCRIPTION:

This unit covers the knowledge and skills required to undertake rail related excavation, formation and track side earthworks

ELEMENT	PERFORMANCE CRITERIA
1. Inspect site	<ul style="list-style-type: none"> a. Site is inspected to determine specific layout and drainage system requirements b. Potential hazards and defects are identified to assist in planning the task c. Work requirements are determined to identify scope of work and resources required d. Materials, if required are delivered to site and located in designated area, clean and free of debris
2. Track formation is established	<ul style="list-style-type: none"> a. Excavation of substandard material is carried out and the use and securing of sheeting is progressively completed to ensure safe excavation. b. Major obstructions are removed or reported to relevant person to arrange removal to minimise delays to workflow c. Substandard material is disposed of in an appropriate location and manner to minimise impact on environment. d. Suitable materials and methods are employed to establish track support formation to required standard. e. Formation, drains and ballast profile are established as necessary to establish formation to standard.
3. Trackside earthworks are established and maintained	<ul style="list-style-type: none"> a. Identified earthwork prepared to specific standards using appropriate equipment following workplace procedures. b. Grading and/or compaction is carried out using appropriate equipment, with care taken to maintain correct drainage and to protect trackside installations, fences and underground cabling r. Area is monitored on a regular basis according to identify defects and ongoing maintenance requirements and appropriate action taken as required.
4. Complete documentation	<ul style="list-style-type: none"> s. Documentation is completed in line with company requirements and workplace practice.

Range Of Variables

UNDERTAKE RAIL EARTHWORKS

VARIABLE	SCOPE		
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used. 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 measuring tapes d.2 levels d.3 shovels d.4 fencing bars d.5 wheelbarrows d.6 sledge hammers d.7 power saws d.8 power drill d.9 straight edges e. Plant may include: <ul style="list-style-type: none"> e.1 back actors e.2 front end loaders ,back hoes e.3 drag lines </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> e.4 skidsteer loaders e.5 grab buckets e.6 trench diggers e.7 road trucks e.8 basic hand tools and small plant <ul style="list-style-type: none"> f. Support plant and equipment may include: <ul style="list-style-type: none"> f.1 cranes and buckets f.2 compressors, fittings and hoses\pumps, fittings and hoses f.3 pneumatic picks and jack hammers f.4 winches g. Materials may include <ul style="list-style-type: none"> g.1 soils and gravel g.2 geo textile materials g.3 special cloths and fabrics g.4 lime and other stabilisation materials g.5 </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 measuring tapes d.2 levels d.3 shovels d.4 fencing bars d.5 wheelbarrows d.6 sledge hammers d.7 power saws d.8 power drill d.9 straight edges e. Plant may include: <ul style="list-style-type: none"> e.1 back actors e.2 front end loaders ,back hoes e.3 drag lines 	<ul style="list-style-type: none"> e.4 skidsteer loaders e.5 grab buckets e.6 trench diggers e.7 road trucks e.8 basic hand tools and small plant <ul style="list-style-type: none"> f. Support plant and equipment may include: <ul style="list-style-type: none"> f.1 cranes and buckets f.2 compressors, fittings and hoses\pumps, fittings and hoses f.3 pneumatic picks and jack hammers f.4 winches g. Materials may include <ul style="list-style-type: none"> g.1 soils and gravel g.2 geo textile materials g.3 special cloths and fabrics g.4 lime and other stabilisation materials g.5
<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 measuring tapes d.2 levels d.3 shovels d.4 fencing bars d.5 wheelbarrows d.6 sledge hammers d.7 power saws d.8 power drill d.9 straight edges e. Plant may include: <ul style="list-style-type: none"> e.1 back actors e.2 front end loaders ,back hoes e.3 drag lines 	<ul style="list-style-type: none"> e.4 skidsteer loaders e.5 grab buckets e.6 trench diggers e.7 road trucks e.8 basic hand tools and small plant <ul style="list-style-type: none"> f. Support plant and equipment may include: <ul style="list-style-type: none"> f.1 cranes and buckets f.2 compressors, fittings and hoses\pumps, fittings and hoses f.3 pneumatic picks and jack hammers f.4 winches g. Materials may include <ul style="list-style-type: none"> g.1 soils and gravel g.2 geo textile materials g.3 special cloths and fabrics g.4 lime and other stabilisation materials g.5 		
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation and maintenance requirements may be obtained from: <ul style="list-style-type: none"> d.1. safe working regulations d.2. local authority regulations and procedures d.3. workplace regulations d.4. relevant state railway legislation/regulations d.5. quality improvements d.6. Australian Standards d.7. QA plans, data and document control d.8. technical instructions d.9. workplace OH&S d.10. environmental policies 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Environmental policies c. Local authority regulations/procedures d. Australian Standards 		

Evidence Guide

UNDERTAKE RAIL EARTHWORKS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 inspect site and identification of drainage system a.2 plan and organise work requirements a.3 excavate site as required a.4 install drainage system and materials a.5 construct suitable protection structures a.6 complete relevant documentation a.7 select tools, equipment and materials a.8 select and appropriately use protective clothing a.9 locate, interpret and apply relevant information a.10 work effectively with others a.11 maintain workplace records a.12 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.13 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 problem solving and decision making a.2 applicable safety equipment is used/worn a.3 basic mechanical knowledge a.4 causes of defects such as erosion and water scouring a.5 sound communication skills a.6 protect workplace a.7 qualified to operate appropriate plant a.8 plan reading and interpretation
4. Resource implications	<p>a. Access tools and equipment for excavating, installing and maintaining earthwork protection structures.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	2	2

Unit TDT RT 15 98A MAINTAIN RAIL INTEGRITY

Field T Construction

DESCRIPTION:

This unit covers the skills required maintain the integrity of rail in the Australian rail system

ELEMENT	PERFORMANCE CRITERIA
1. Identify and determine replacement requirements	<ul style="list-style-type: none">a. Causes of defects are identified and reported in order to minimise possible future defects.b. Scope of work is determined and resources arranged.c. Variations in quality due to process or materials faults are identified and acted upon in accordance with organisation procedures.d. Rail weight/dimensions are measured and checked to ensure compliance with standards.e. Unusual requirements are identified and checked with relevant person to verify compliance.
2. Grind Rail	<ul style="list-style-type: none">a. Site cleared of obstructions and combustible materials to prevent accidents and fires.b. Other personnel briefed about safety precautions as required to minimise risk of injuries.c. Approved grinding process and equipment used to restore rail profile to standard.d. Safety precautions followed and observed to minimise risk of injury to operator
3. Stress Rail	<ul style="list-style-type: none">a. Measurements are calculated from relevant data to ensure stressing is conducted within specifications.b. Fastenings and anchor points are released as necessary to allow stressing to occurc. Rail length is adjusted using appropriate method to achieve desired rail stressd. Rail is refastened or anchored to requirements using appropriate methods
4. Complete Documentation	<ul style="list-style-type: none">a. Completed work is checked for compliance to standards to ensure safe operations of trains.b. Required documentation is completed in accordance with workplace procedures

Range Of Variables

MAINTAIN RAIL INTEGRITY

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment. b. Work is performed in accordance with the requirements of the Australian rail systems c. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.
1. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1 mechanical handling/lifting equipment d.2 track machines d.3 basic hand tools d.4 rail tensors d.5 rail heaters d.6 rail threaders d.7 fastening equipment d.8 cutting and boring equipment d.9 impact wrench, grinder, tension wrench d.10 friction rail saw, velocity rail punch e. Materials may include: <ul style="list-style-type: none"> e.1 fastenings e.2 plates e.3 anchors e.4 bolts e.5 nuts e.6 washer clips e.7 shims e.8 rail jewelry f. gamet sand, huck bolts, glue Rail joint parts and surroundings to be checked include: <ul style="list-style-type: none"> f.1 joint insulation f.2 expansion gap f.3 fishbolts f.4 sleeper f.5 sleeper fastening f.6 rail anchoring and rail bonds f.7 track geometry g. Fastening may include: <ul style="list-style-type: none"> g.1 pandrols g.2 static fastenings g.3 dogspikes g.4 bolts g.5 rail fasteners g.6 coach screws
2. Sources of information/documents may include	<ul style="list-style-type: none"> a. Installation requirements may be obtained from: <ul style="list-style-type: none"> a.11. works orders a.12. organisation personnel a.13. rail inspections timekeeping records a.14. trackworker's standard manual a.15. bridge workers manual
3. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to installation and replacement of rail structures. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Rails on curves may require pressing. d. Special transitional rails may be required between changes of mass/wear. e. Rail types may vary according to traffic tank (head hardened). f. Standards/regulations may include: <ul style="list-style-type: none"> f.1 safe working regulations f.2 local authority regulations f.3 workplace regulations f.4 relevant State railway legislation/regulations f.5 quality improvements f.6 QA plans, data and document control f.7 technical instructions
4. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relevant to installation and replacement of rail. b. Australian Standards c. Environmental Protection Act

Evidence Guide

MAINTAIN RAIL INTEGRITY

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. identify rail defects accurately a.2. measure and repair required rail a.3. operate equipment safely a.4. refasten and adjust rail safety a.5. select and appropriately use protective clothing a.6. locate, interpret and apply relevant information a.7. work effectively with others a.8. maintain workplace records a.9. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.10. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 rail stressing procedures a.2 rail defects a.3 obtain train information to contribute to a safe worksite a.4 follow workplace health and safety practices and procedures a.5 effective application of rerailing techniques
4. Resource implications	<p>a. Access to equipment, transport, communication equipment, personnel, works orders, safety information and equipment.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	2	1	2

DESCRIPTION:

This unit covers the skills required to co-ordinate and apply pest and vegetarian control programs at the worksite.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for pest/vegetation control	<ul style="list-style-type: none"> t. Works order including environmental protection and heritage requirements analysed and confirmed, if necessary by site inspection. u. Resources for pest/vegetation control, including personnel, plant, equipment and transport required for the job are identified and scheduled. v. Liaison and communication issues regarding pest/vegetation control are resolved with relevant parties. w. Personnel participating in task, including plant operators and contractors, are fully briefed. x. Work plan is confirmed and hazards identified by final site inspection. y. Road signs, barriers and warning devices are positioned according to Occupational Health and Safety guidelines.
2. Implement pest/vegetation control	<ul style="list-style-type: none"> p. Pest/vegetation control measures are identified and selected which are appropriate for the circumstances and environment, according to environmental legislation. q. Pest/vegetation control measures are implemented in accordance with authorised procedures. r. Pest/vegetation inspection is undertaken and the effectiveness of control measures is monitored. s. Problems are identified and procedures varied as required, according to environmental guidelines. t. Safeworking practices are observed at all times on or about the worksite.
3. Complete the operation	<ul style="list-style-type: none"> k. Worksite is rehabilitated to meet environmental guidelines. l. Work completion details are finalised and recorded/processed according to organisational guidelines.

Range Of Variables

IMPLEMENT PEST AND VEGETATION CONTROL PROGRAMS

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none"> a. Work is performed individually, but skills are required to work within a team environment. b. All work is performed in accordance with relevant organisation safeworking practices/procedures and environmental requirements, manufacturer's specifications, codes of practice, statutory requirements, Australian Standards and Occupational Health and Safety standards.
2. Worksite environment may include	<ul style="list-style-type: none"> t. Work conducted in restricted spaces or exposed conditions or controlled or open environments. u. Vegetation control measures may include hand clearing, growth retardants, machinery assisted clearing, herbicidal clearing, fire clearing. v. Pest control measures may include seals, chemicals, baits, sprays and traps. q. Equipment may include, but is not limited to: <ul style="list-style-type: none"> q.1. plant used in pest/vegetation control q.2. spraying equipment q.3. cutting equipment q.4. transport q.5. road signs, barriers, warning devices q.6. chemicals, pesticides
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Pest and vegetation control requirements may be obtained from: <ul style="list-style-type: none"> a.1. works orders a.2. environmental protection requirements a.3. heritage requirements a.4. personnel within the organisation a.5. client/customer a.6. contractors
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding environmental control. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Work may be conducted from a vehicle/platform, a ladder an elevating work platform, a tree or from the ground. d. Relevant parties involved in liaison may include: <ul style="list-style-type: none"> d.1 personnel with the organisation d.2 authorities d.3 clients d.4 landowners
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation related to work performed on a site b. Environmental Protection legislation c. Dangerous Goods legislation

IMPLEMENT PEST AND VEGETATION CONTROL PROGRAMS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 analyse work sites and orders to identify environmental issues accurately a.2 implement pest/vegetation control measures effectively and within guidelines a.3 communicate and liaise with relevant people and authorities a.4 follow safeworking practices throughout the job a.5 select and appropriately use protective clothing a.6 locate, interpret and apply relevant information a.7 work effectively with others a.8 maintain workplace records a.9 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.10 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 characteristics and uses of the types of vegetation control a.2 organisation technical manuals and instructions which relate to pest/vegetation control policies and measures a.3 vegetation/tree recognition and growth patterns a.4 soil types and erosion control processes and techniques a.5 organisation and other relevant Occupational Health and Safety instructions related to pest/vegetation control, use of chemicals and site safety a.6 organisation environmental policies and requirements related to worksites a.7 statutory/organisation requirements for traffic control and guidance signals for plant operations a.8 hazardous chemicals and personal protection measures a.9 organisation records/information processes related to pest/vegetation control a.10 support plant and equipment a.11 read and interpret technical instructions and manuals a.12 perform calculations for chemicals preparation a.13 identify hazardous chemicals and implement related protective measures a.14 communicate plans, intentions and safety criteria to others a.15 work at heights and in confined spaces a.16 administer emergency first aid including rescue and resuscitation techniques a.17 use hand tools a.18 use minor plant and equipment
4. Resource implications	<p>a. Access to works orders, environmental protection and heritage requirements, plant, equipment, transport, organisation personnel, contractors, warning and safety devices, chemicals, documentation.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	2	2	1

DESCRIPTION:

This unit covers the skills required to plan and conduct a controlled burn off following organisation and legislative guidelines.

ELEMENT	PERFORMANCE CRITERIA
12. Prepare and plan controlled burn off	<ul style="list-style-type: none"> z. Appropriate decisions about risks and techniques are applied based on analysis of various conditions to minimise risks during burn off. aa. Relevant authorities are notified and permission obtained to ensure compliance with regulations to maximise safety aspects of burn off. bb. Required resources including equipment and personnel are organised to ensure adequate equipment is on hand during burn off
13. Protect structures and surrounds	<ul style="list-style-type: none"> u. Site is inspected to identify possible problems arising from the fire, following organisational guidelines. v. Structures are protected from fire risk by appropriate means to minimise potential damage.
14. Conduct controlled burn off	<ul style="list-style-type: none"> t. Tools and equipment are operated following manufacturer's specifications to maximise efficiency in controlling burn. u. Tools and equipment are used within appropriate personal safety guidelines to minimise the risk of personal injury. v. Burn off area is checked on completion to ensure all fires are fully extinguished.

Range Of Variables

CONDUCT CONTROLLED BURN OFF

VARIABLE	SCOPE
1. General context	a. Work is performed individually, and skills are required to work within a team, and to source advice or guidance where needed.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in exposed conditions and controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1 firefighting equipment d.2 transport d.3 communication equipment d.4 emergency/first aid equipment
3. Sources of information/documents may include	a. Requirements for a controlled burn off may be obtained from: <ul style="list-style-type: none"> a.1. work orders a.2. relevant staff or management a.3. relevant authorities
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding controlled burn off situations. b. Regulations and standards may include: <ul style="list-style-type: none"> b.1 safe working regulations b.2 local authority regulations and procedures b.3 quality improvements b.4 quality assurance plans, data and document control b.5 technical instructions b.6 workplace OHS c. Conditions may include: <ul style="list-style-type: none"> c.1 volume, type and moisture content of combustible material on site c.2 wind velocity and direction c.3 conditions of fire breaks c.4 proximity to other surrounds and structures c.5 fire bans or other restrictions c.6 various agencies required for liaison d. Contingency processes may involve: <ul style="list-style-type: none"> d.1 fire running out of control d.2 personal injury incidents d.3 threat to structures or property
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety Legislation b. Environmental Protection Policy c. Dangerous Goods Legislation d. Electrified Territory regulations e. Australian standards f. Relevant state railway legislation/regulations

Evidence Guide

CONDUCT CONTROLLED BURN OFF

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. make appropriate decisions about risk control techniques for burn off conditions a.2. conduct appropriate communication with relevant personnel and authorities a.3. select and use fire fighting equipment appropriately a.4. conduct controlled burn off whilst protecting surrounding structures a.5. check burn off area to ensure complete extinguishing of fire a.6. select and appropriately use protective clothing a.7. locate, interpret and apply relevant information a.8. work effectively with others a.9. maintain workplace records a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with planning units, preparation and clean up of worksites units and OHS units.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. operators of mechanical equipment must have undertaken training and where appropriate hold the relevant training a.2. firefighting methods and equipment a.3. special considerations such as rare flora and fauna locations a.4. obtain train information to contribute to a safe worksite a.5. follow workplace health and safety practices and procedures a.6. use of firefighting equipment and fire control methods
4. Resource implications	<p>a. Access to work orders, relevant local authorities, statutory requirements, equipment and personnel, communications equipment, current conditions information, public transport timetables.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

DESCRIPTION:

This unit covers the skills required to prepare and establish landscape gardens at a work site according to work plans/specifications and environmental guidelines.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare site	<ul style="list-style-type: none"> a. Work orders are analysed to identify scope of work and resources required to establish landscape. b. Vegetation to be removed is identified to ensure clear access to site, taking into account environmental factors. c. Relevant protection barriers are placed to ensure safe access is established and warnings around site are prominent. d. Safe and efficient access to site is established to ensure safe working conditions and uninterrupted workflow.
2. Establish landscape	<ul style="list-style-type: none"> a. Unwanted vegetation, rubbish and materials are removed and disposed of according to environmental guidelines. b. Earthworks and excavations are carried out as required to enable clear access to site. c. Plants and materials are assembled according to plan or site requirements to establish landscape.
3. Clean up site	<ul style="list-style-type: none"> a. Site is cleaned to remove unnecessary materials and establish landscape in appropriate condition.
4. Maintain landscape	<ul style="list-style-type: none"> a. Ancillary services are installed or arranged where required to enable effective maintenance of established landscape. b. Maintenance schedule is developed to ensure site is inspected and maintained on a regular basis. c. Remedial action or refinements are identified and action taken as required to as to maintain the site in top condition.

Range Of Variables

ESTABLISH AND MAINTAIN LANDSCAPE

VARIABLE	SCOPE
1. General context	a. Work is performed individually and skills are required to work within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Equipment may include: <ul style="list-style-type: none"> c.1 graders c.2 front end loaders c.3 back hoes c.4 cranes c.5 small power tools c.6 pegged matting to stabilise embankment c.7 manual tools c.8 mower, whipper snipper, tree pruner c.9 pick shovels and bears
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Landscape establishment requirements may be obtained from: <ul style="list-style-type: none"> a.1 work orders a.2 site inspections a.3 relevant staff and management a.4 local government guidelines
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices related to establishing and maintaining landscape. b. Standards/regulations may include: <ul style="list-style-type: none"> b.1 safe working procedures b.2 emergency procedures manuals c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 unexpected weather conditions c.2 equipment malfunctions c.3 personal safety emergencies d. Ancillary services: <ul style="list-style-type: none"> d.1 water articulation d.2 electrical services d.3 mowing, gardening services e. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant licence, permit or certificate and be recognised as competent for the class of machinery being used.
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation relating to outdoor work on site b. Environmental Protection Act c. Local Authority Procedures

Evidence Guide

ESTABLISH AND MAINTAIN LANDSCAPE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. plan and organise work requirements a.2. identify and remove unwanted vegetation a.3. carry out required earthworks and excavations a.4. plant and establish landscape gardens a.5. develop and apply a regular maintenance schedule a.6. clean up site efficiently a.7. select and appropriately use protective clothing a.8. locate, interpret and apply relevant information a.9. work effectively with others a.10. maintain workplace records a.11. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.12. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 Occupational Health and Safety a.2 horticulture skills a.3 environment protection knowledge a.4 local authority procedures a.5 safe working procedures a.6 earthmoving equipment and methods a.7 emergency procedures manuals a.8 landscape gardening design a.9 interpreting plans/specifications a.10 use earthmoving equipment and methods a.11 operate mechanised equipment a.12 sound communication skills and the ability to work in a team or individually
4. Resource implications	<p>a. Access to works orders, relevant personnel, tools and equipment for landscape gardening, standards and regulations, ancillary services, plants and materials, plans/specifications.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	2	1	1

Unit TDT RU 05 98A

CONDUCT CHEMICAL VEGETATION CONTROL

Field U

Environment

DESCRIPTION:

This unit covers the skills required to plan and conduct chemical vegetation control procedures using the correct equipment and following relevant safety regulations.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare task	a. Area to be treated is identified to ensure treatment is contained within specified boundaries. b. Appropriate chemical, type of applicator and application rate are selected to minimise wastage.
2. Apply chemicals	a. Chemical is applied in accordance with manufacturers instructions and specifications to maximise efficiency and minimise environmental impacts. b. Tasks are carried out in accordance with Occupational Health and Safety requirements, statutory requirements and organisational guidelines.
3. Maintain supplies and equipment	a. Equipment is stored, cleaned and maintained to manufacturers specifications and safety requirements. b. Chemicals are stored in a secure environment in compliance with manufacturers specifications and government legislation. c. Material safety information is easily accessible at the storage facility to minimise risk of accidents.

Range Of Variables

CONDUCT CHEMICAL VEGETATION CONTROL

VARIABLE	SCOPE
1. General context	a. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1 chemicals d.2 application equipment d.3 measuring equipment d.4 transport d.5 disposable safety equipment
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Vegetation control requirements may be obtained from: <ul style="list-style-type: none"> a.1 work orders a.2 personnel or management a.3 site analysis
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relating to dealing with chemicals and working on site. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 chemical spillage c.2 personal safety emergency d. Regulations/standards may include: <ul style="list-style-type: none"> d.1 safe working regulations d.2 workplace regulations d.3 quality improvements d.4 quality assurance plans, data and document control d.5 technical instructions d.6 workplace OHS d.7 relevant fire regulations
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation b. Australian standards c. Environmental Protection Act d. Dangerous Goods Legislation e. Electrified Territory Regulations f. Local Authority regulations and procedures g. State Railway legislation

Evidence Guide

CONDUCT CHEMICAL VEGETATION CONTROL

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. correctly identify areas requiring treatment a.2. select chemicals and application rates appropriately a.3. use equipment to apply chemicals a.4. understand environmental issues, policies and regulations a.5. clean and store chemicals and equipment a.6. select and appropriately use protective clothing a.7. locate, interpret and apply relevant information a.8. work effectively with others a.9. maintain workplace records a.10. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function, such as planning, clean up and prepare worksites, and OHS units.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. spraying methods and equipment a.2. usage implications of different weather conditions a.3. environmental considerations a.4. train running times and plans a.5. OHS procedures a.6. use of relevant chemicals a.7. timing and rates of application of chemicals
4. Resource implications	<p>a. Access to chemicals, measuring equipment, transport, storage facilities, relevant personnel, work orders, standards and regulations, application equipment, cleaning materials.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. describing consequences a.2. completing tasks a.3. identifying improvements a.4. applying safety precautions relevant to the task a.5. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. job procedures and work instructions b.2. quality procedures (where existing) b.3. security procedures b.4. following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	2	1	1

Transport and Distribution Training Australia

Australian Rail Industry

Contextualisation Statement

The following *Contextualisation Statement* is provided as an aid to trainers, assessors and others who need to apply cross-industry standards and standards from other industries in *Rail Industry* contexts. It provides additional information in the form of a 'Range of Variables' and an 'Evidence Guide' to assist those interpreting the standards to understand critical aspects of the Rail Industry context including the types of equipment, facilities, infrastructure, tools and procedures involved, and critical underpinning knowledge and skills particularly related to safeworking and operational efficiency and effectiveness of rail operations

The statement should be read in conjunction with the existing Ranges of Variables and Evidence Guides of the competency units concerned. The additional information should be used to ensure that training programs and assessment processes based on the standards, and designed for use with Rail Industry trainees and staff, relate meaningfully to the key aspects and requirements of the Rail Industry context.

Range Of Variables

VARIABLE	SCOPE
<p>1. General context <i>(as it applies to the competency unit concerned)</i></p>	<p>a. Work is performed under appropriate level of supervision, generally within a team environment.</p> <p>b. Motive power units, rolling stock, related equipment, infrastructure and facilities may include all those in service within Australian rail systems</p>
<p>2. Worksite environment may include <i>(as it applies to the competency unit concerned)</i></p>	<p>a. Operations will usually be conducted by day or night in all relevant weather conditions.</p> <p>b. Equipment may include materials, facilities, structures, vehicles, components of rolling stock and motive power units, machinery, and infrastructure relevant to the standard concerned and required for safe, efficient and effective rail operations.</p> <p>c. Fault conditions and related fault finding and diagnostic techniques may include those relevant to the standard concerned and required for safe, efficient and effective rail operations.</p> <p>d. Rail products and services may include all of those provided within the Australian Rail Industry</p> <p>e. Customer service standards may include those relevant to the standard concerned and specified by rail industry organisations for the comfort, convenience and safety of their passengers and customers.</p> <p>f. Tools and instrumentation may include those relevant to the standard concerned and needed to safely, efficiently and effectively carry out the installation, commissioning, maintenance and/or operational activities necessary in a well-functioning railway system.</p> <p>g. Safety hazards and hazard prevention measures will include all those specified in statutory and organisational requirements for occupational health and safety and the safeworking of the railway system.</p>
<p>3. Sources of information / documents may include</p>	<p>a. Documentation / records may include:</p> <ul style="list-style-type: none"> a.1. rail organisations' published procedures and regulations a.2. emergency procedures for typical Rail Industry situations a.3. train consists a.4. inspection reports a.5. routine reports a.6. equipment log books a.7. manufacturer's specifications and instructions a.8. maintenance specifications, notices, records and requests <p>b. Documentation / records may be in the form of:</p> <ul style="list-style-type: none"> b.1. hard copy procedures and instructions b.2. computer files / records b.3. forms and pro-forma reports b.4. operating and maintenance manuals
<p>4. Workplace context may include</p>	<p>s. Typical Rail Industry work organisation procedures and practices</p> <p>t. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> t.1. Rail Industry workplace agreements and awards t.2. State, Federal or Territory legislation and related regulations as they apply to rail operations
<p>5. Applicable State/ Territory/ Commonwealth regulations and legislation may include</p>	<p>a. Applicable procedures and codes may include</p> <ul style="list-style-type: none"> a.1. OH&S legislation, regulations, licence requirements, codes of practice, policies and procedures, as they apply to the operations of the Australian Rail Industry a.2. Rail Industry safeworking practices and procedures a.3. local authority regulations and instructions as they apply to rail operations a.4. Relevant environmental protection legislation and regulations a.5. Australian Standards and Codes that relate to the construction and maintenance of infrastructure and the operations of the Australian Rail Industry a.6. State/Territory Wiring Rules a.7. <i>Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

<p>1. Critical aspects of evidence to be considered <i>(as they apply to the competency unit concerned)</i></p>	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. Operate in compliance with all safety, OH&S and other statutory and organisational requirements applying to the Australian Rail Industry and relevant to the standard concerned. a.2. Interpret and communicate operational information a.3. Complete all require procedures for the start up, operation and shut down of relevant equipment a.4. Manoeuvre and position vehicles and motive power units where required a.5. Respond to warning devices and gauges a.6. Operate maintain and service Rail Industry tools, instruments and equipment, as required a.7. Complete all documentation relevant to the Rail organisation concerned
<p>2. Interdependent assessment of units</p>	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role of the person concerned. This may include units from both Rail Industry and other standards</p>
<p>3. Required knowledge and skills <i>(as they apply to the competency unit concerned)</i></p>	<p>a. Knowledge of rail equipment may include:</p> <ul style="list-style-type: none"> a.1. principles, purpose and location of equipment controls a.2. operating procedures and control functions a.3. correct use of performance monitoring devices a.4. correct use of safety equipment a.5. ancillary system procedures a.6. complying with operational limits a.7. adjustment for safe and effective operation a.8. managing hazardous operational situations <p>b. Knowledge of rail infrastructure may include:</p> <ul style="list-style-type: none"> b.1. components of rail infrastructure and their functions b.2. track/bridge limitations b.3. signalling functions b.4. speed limits b.5. gauge limitations b.6. gradients and curves b.7. curfews b.8. yard and siding layouts <p>c. Typical rail industry documentation requirements and procedures</p> <p>d. Safeworking systems and requirements</p> <p>e. Track protection procedures and regulations</p> <p>f. Organisational policies and procedures</p> <p>g. OH&S legislation, codes of practice, policies and procedures</p> <p>h. Rail industry communication techniques and requirements</p> <p>i. Working as part of a Rail Industry team</p> <p>j. Operating electronic communications equipment to required Rail Industry protocol</p>
<p>4. Resource implications</p>	<p>a. Access is required to relevant rail facilities, rolling stock, equipment, motive power units, infrastructure and operational situations in a real or appropriately simulated Rail Industry environment.</p>
<p>5. Consistency in performance</p>	<p>a. Applies relevant underpinning Rail Industry knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant Rail Industry workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures, including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and Rail Industry/organisational procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or facilities.</p>
<p>6. Context for assessment</p>	<p>a. Assessment may occur on the job, or in a suitable simulated Rail Industry situation.</p>

IMPORTED UNITS

RESOURCE MANAGEMENT

Clerical	ENT 401	Provide Advice in order to meet current and anticipated client requirements
Clerical	ORG 301	Coordinate own schedule with that of others to achieve agreed group/section goals
Clerical	ORG 302	Organise schedule on behalf of others to achieve group/section goals
Clerical	ORG 401	Plan Business trip and associated itinerary for management/executive to ensure efficient travel
Clerical	ORG 402	Plan meetings to enable the stated objectives of the meeting to be met
Clerical	ORG 502	Plan and manage conferences on behalf of management to achieve identified goals
Clerical	TEM 502	Participate in staff selection to complete work operations

FINANCIAL OPERATIONS

Clerical	FIN 201	Prepare and process financial documents for cash flow and accounting records
Clerical	FIN 301	Maintain daily financial records for accounting purposes